DOCUMENT RESUME

ED 176 539 FL 008 843

TITLE	Examinations and Tests in English for Speakers of Other Languages. Information Guide 6.
INSTITUTION	British Council, London (England). English-Teaching Information Centre.
PUB DATE	Dec 76
NOTE	64p.
AVAILABLE FROM	English Teaching Information Centre, The British Council, 65 Davies St., London W1Y 2AA England (1 British pound)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Bibliographies; *Cloze Procedure; *English (Second Language); *Language Proficiency; *Language Tests; Language Usage; Linguistic Competence; Listening Comprehension; Reading Comprehension; *Standardized Tests; Tests; *Test Selection; Writing Skills

ABSTRACT

The bulk of this guide is devoted to the detailed description of 18 tests of English as a second language (ESL). Most of the tests were produced in Great Britain, the remainder in the United States. Each description provides information on the source, aims, and administration of the test; outlines the content of the test; and, where pertinent, indicates the recognition that will be earned through certification in ESL on the basis of the test. To supplement the descriptions, the volume offers an analysis of contents and techniques in ESL testing, definitions of terms used in standardized testing, a note on Cloze procedure, and a ten-page bibliography. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

The British Council

English Teaching Information Centre

Examinations and Tests in English for Speakers of Other Languages

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
The British Council
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U S DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED176539

December 1976
price £1

Information Guide

6

FL008843

EXAMINATIONS AND TESTS IN ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

INFORMATION GUIDE 6

CONTENTS

	Page
Preface	1
Introduction	3
Analysis of Contents and Techniques	5
List of Examinations and Tests included in the Guide	7
Details of each examination and test, with summaries of content	8
Definitions (some terms used in Language Testing and Test Measurement)	40
A Note on Cloze Procedure	45
Bibliography	48
Addenda	58

© The British Council 1976
Produced in England
by The British Council
Printing and Publishing Department, London

PREFACE

Each entry in respect of the examinations and tests included in this Guide was submitted to the examining body for approval; each entry, therefore, has the official approval of the examining body concerned.

The British Council wishes to acknowledge with gratitude the cooperation it has received from these examining bodies in the compilation of the Guide.

INTRODUCTION

Although the majority of the Examinations and Tests (henceforth 'Tests') are of British origin, some are included which are not, for example those originating in the USA and which have been designed to assess the proficiency in English of those applying for admission to English-medium places of study. The entry for each Test follows a uniform format: Designation (sometimes with other titles by which it is known); the Source; the Aims, with particular emphasis on the type of candidate catered for; Details which comprise general information including the availability of ancillary materials such as Manual of Instructions; and Content (abstracts from non-confidential literature, in some cases with examples of test items, again non-confidential).

The purpose of this Guide is to help with enquiries on the types of tests available and which – in most cases – are used overseas as well as in Britain. It can also serve as a source of information on various approaches to testing and examining, the content and procedures on tests, both generally and in relation to the testing of particular language skills.

In order to provide as wide a coverage as possible, the criteria used in the selection of these tests for inclusion in this Guide are as follows:

- they are all directed at those whose native language is not English
- many are concerned with providing a qualification in English either for general purposes or for admission to tertiary education in particular in Britain
- some offer a qualification following on a prescribed course of study in institutes or schools
- some are concerned with aspects of English for Specific Purposes
- although the majority test all four language skills, some test only the oral/aural skills.

Thus a number of tests have been excluded – eg, Language Aptitude and Diagnostic tests – because they are outside the scope of the Guide. We have been constrained to exclude as well the numerous tests produced by institutions either as research projects or those which are limited to particular problems (Reading in particular) and those produced in foreign institutions, particularly the continent of Europe.

The inclusion of a Test in this series does not in any way indicate that it is superior to other tests which are not included; nor is the ordering of the tests in the Guide of any significance. It has not been found desirable or indeed possible to provide a comparative evaluation of the tests: the emphasis throughout is on **information.**

Those requiring further information of a more detailed nature should write to the Source as indicated for copies of its published literature.

The content and techniques of the examinations and tests included in this Guide range over the four language modes of Listening, Speaking, Reading and Writing; in addition there are tests on English Usage (Grammar and Vocabulary); Pronunciation (Sounds, Stress and Intonation); and in one case on Translating and Interpreting techniques. The approach varies considerably, relying on the more conventional types (essay, précis, dictation), but with a wide variety of the more communicative types (role-playing, short talks, situational responses, and so on). There are various mixtures of the objective type of question and answer and subjective (open-ended) responses. The abstract of techniques given below is not intended to be exhaustive but to serve as a general guide for each of the four modes tested separately, and combination of modes, of which dictation is a typical example.

Listening Comprehension (using recordings or reading aloud by the examiner)

Spoken texts requiring written open-ended answers
Spoken texts requiring multiple-choice answers
Responding to oral instructions
Identification of sounds (segmental phonemes)
Identification of meaning carried by stress and intonation
Identification of true/false statements, using dialogues
Third party interventions (eg, dialogues with questions by a third speaker)
General interpreting (from English into L1)

Reading Comprehension

Connected writing ('prose') with multiple-choice and/or open-ended answers
Identification of a variety of English, including style (through selection of relevant vocabulary, etc)
Modified Cloze Procedure (selected structure words)
Answering written questions and understanding statements
Responding in writing to a series of questions based on a series of instructions
Translating L2 (English) into L1
Non-verbal interpreting of verbal data

Speaking

Use of visual stimuli (cartoon strips, pictures, photographs)
Short talks (with some preparation) chosen from a list of topics
Conversation as social interaction ('interview')
Conversation arising from other contents in the test
Reading aloud to test pronunciation, stress and intonation
Reading aloud as the basis for sustained conversation
Role simulation (giving instructions, advice, etc)
Role-playing with examiner and candidate each taking a part
Role-playing in typical situations (eg, hotel, airport)
Vocational exposition and demonstration ('projects')
Giving appropriate responses in a series of situations
Third party interventions (eg in a dialogue, the candidate is brought in)
The re-telling of a story, either read aloud by the examiner or from a passage
Giving appropriate instructions in a series of situations

Writing

Essay (or 'Composition') usually of some length, with a choice of topics
Stylistic writing (narrative, descriptive, dialogues, specialised English)
Visual stimuli for composition (cartoon strips, pictures)
Reports, memoranda, letter writing on the basis of given data
Elaborating telegram sequences (eg confirmatory letters)
On the basis of a letter received, to write the one sent

Describing non-verbal data (graphs, tables, flow-diagrams, statistics)
Punctuation
Translating L1 text into L2 (English)

Listening Comprehension and Speaking

Oral summaries of a passage recorded or read aloud

Listening Comprehension and Writing

Note-taking of lecturettes and writing up
Dictation

Reading Comprehension and Speaking

A passage is read silently, and an oral summary given

Reading Comprehension and Writing

Reporting on a written information source
Précis
Note-taking from a written passage and writing up
Re-telling in writing a story in writing

English Usage (Grammar and Vocabulary)

Grammatical items (tenses, voice, pronouns, prepositions, etc) usually of the multiple-choice type
Explaining words/phrases in italics in the text
Selecting (multiple-choice) words of similar meaning (synonyms)
Selecting (multiple-choice) items in grammar and vocabulary those which best fit the meaning in context
Gap-filling
Identifying pairs of words which have a similar relationship (eg astronomer/astrologist)
Identifying unacceptable words/phrases/sequences
Insertion of appropriate structure words that have been omitted.

LIST OF EXAMINATIONS AND TESTS INCLUDED IN THE GUIDE

Designation	Source/Abbreviation
1. First Certificate in English	University of Cambridge. FCE
2. Certificate of Proficiency in English	University of Cambridge. CPE
3. English as a Foreign Language	The Royal Society of Arts. RSA
4. English as a Foreign Language	The Institute of Linguists
5. Oral Assessments in English as an Acquired Language	The English Speaking Board (International) ESB
6. Spoken English as a Second Language	Trinity College, London
7. ARELS Oral Examination	The Association of Recognised English Language Schools (ARELS)
8. English Proficiency Test Battery	Alan Davies and Alan Moller University of Edinburgh. The Davies Test.
9. English Language Battery	Mrs Elisabeth Ingram (formerly University of Edinburgh). ELBA
10. English for Overseas Candidates	Pitman's Examination Institute
11. Test of English as a Foreign Language	Educational Testing Service, Princeton, NJ, USA. TOEFL
12. Test of English as a Second Language	American Language Institute, Georgetown University, USA. ALIGU
13. Comprehensive English Language Test	McGraw-Hill Book Company, New York. CELT
14. English for Business (Attainment) Test	English Language Teaching Development Unit, Oxford University Press. ELTDU
15. Spoken English for Industry and Commerce	The London Chamber of Commerce and Industry
16. English for Commerce	The London Chamber of Commerce and Industry
17. Graduate Management Admission Test	Educational Testing Service, Princeton, NJ, USA. GMAT
18. Tests of Spoken English for Immigrants	The National Foundation for Educational Research in England and Wales. NFER

NOTE: The ordering of these Examinations and Tests has no significance.

DETAILS OF EACH EXAMINATION AND TEST, WITH SUMMARIES OF CONTENT

Designation

EXAMINATIONS IN ENGLISH AS A FOREIGN LANGUAGE
The First Certificate in English (FCE); the Proficiency Certificate in English (CPE).

Source

The University of Cambridge Local Examinations Syndicate, Syndicate Buildings, 17 Harvey Road, Cambridge CB1 2EU; in collaboration with the British Council through a Joint Committee.

Aims

The examinations are open only to candidates whose mother tongue is not English. They are administered widely overseas (though largely not in Commonwealth areas) and in Britain. Their aim is to assess the candidate's proficiency in 'General' English. Translation and Literature are included only in the more advanced Diploma of English Studies (not summarised in this Guide) and as optional additional papers at Proficiency level: translation is also available in some languages at First Certificate level.

Details

The examinations are held twice a year – in June and December. Entries must be made through already recognised centres, those overseas being normally sponsored or directly conducted by the British Council. Details of the combined university and local fees are obtainable from the Local Secretary, and current Regulations and various publications (reports, past questions papers) either locally or direct from Cambridge.

Content

FIRST CERTIFICATE IN ENGLISH

Paper 1 (2 hours): **Composition.** Three compositions with a choice of topics given.

Paper 2 (2¼ hours): **Reading Comprehension.**

(a) Multiple-choice questions to test knowledge of vocabulary and usage.

(b) Multiple-choice questions, based on passages to test ability to read with understanding.

Paper 3 (2 hours): **Use of English**

(a) Open-completion items to test active control of patterns and usage.

(b) Writing exercise to test ability to understand and summarise.

Paper 4 (30 minutes): **Listening Comprehension.** Multiple choice questions based on spoken passages.

Paper 5 (10 minutes): **Interview**

(a) Conversation based on a photograph.

(b) Reading aloud a dialogue, with the candidate and examiner each taking a role.

(c) Providing responses which would be appropriate in five given situations.

Note: Certificates will be awarded in three grades: A, B and C, on the aggregate of marks gained in the five papers, and there will be two failing grades D and E. Results in individual papers will not be issued, and it will not be possible to re-take single papers. 25% of the total marks are allocated to each of papers 1, 2 and 3, and to papers 4 and 5 combined.

Content

CERTIFICATE OF PROFICIENCY IN ENGLISH

Paper 1 (3 hours). **Composition.**

(a) Two compositions with choice of topics given.

(b) Questions on passages to test comprehension and awareness of effective use of English.

Paper 2 (1¼ hours). **Reading Comprehension.**

(a) Multiple-choice questions to test knowledge of vocabulary and usage.

(b) Multiple-choice questions based on passages to test ability to read with understanding.

Paper 3 (3 hours). **Use of English.**

(a) Open-completion items to test active control of patterns and usage in English, and the ability to manipulate the language at clause and sentence level.

(b) Questions on a passage designed to test ability to understand, interpret and summarise.

(c) A directed writing exercise to test ability to present information in a given form or style.

Paper 4 (30 minutes). **Listening Comprehension.** Multiple-choice questions based on spoken passages.

Paper 5 (12 minutes). **Interview.**

(a) Conversation based on a photograph.

(b) A talk on a topic prepared 15 minutes before the interview. A choice will be given.

(c) Reading aloud of a dialogue, with candidate and examiner each reading a part.

(d) Providing responses which would be appropriate in five given situations.

Note: Certificates will be awarded in three grades (A, B and C) on the aggregate of marks gained in the five papers, and there will be two failing grades (D and E). Results in individual papers will not be issued and it will not be possible to re-take single papers. 25 of the total marks are allocated to each of papers 1, 2 and 3, and to papers 4 and 5 combined.

Recognition

The Certificate of Proficiency is an approved examination of the Department of Education and Science of the British government. It is accepted for purposes of matriculation by the Universities of Cambridge, Oxford, London and a number of other British Universities, as the equivalent of the necessary pass in English Language in the Ordinary level GCE examination or of the Use of English paper normally taken in British Schools with Advanced-level subjects by intending university entrants. It thus corresponds to the major examination bridging school and university studies.

Similar recognition is given by a number of professional bodies in Britain for purposes of admission to courses, associate membership, etc.

Outside Britain, the Certificate of Proficiency is recognised by a number of governments as a qualification for teaching English in state primary or secondary schools, where supplemented by a pedagogical qualification.

The First Certificate examination is essentially a preliminary for further study, on a general syllabus and within the scope of a restricted vocabulary range. It has no official recognition in Britain, and the Syndicate does not associate itself with any use made of it as a qualification for advanced teaching courses in the medium of English.

As an examination in the command of English at an everyday level it has, however, wide currency in commerce and as a qualification for further studies.

Designation

ENGLISH AS A FOREIGN LANGUAGE
The RSA Examination. Formerly known as 'English for Foreigners'.

Source

The Royal Society of Arts Examinations Board, 18 Adam Street, Adelphi, London WC2 6AJ. Enquiries and publications from the RSA Examinations Board, Murray Road, Orpington, Kent, BR5 3RB.

Aim

This examination is designed for foreign learners of English, particularly in Britain, although numerous centres exist overseas. The aim is to test the ability to communicate in the four language skills. The Oral test is compulsory for all three Stages. (Note: the RSA's 'English Language' examination is for native speakers and those educated abroad in English-medium schools.)

Details

There are three Stages – I, II, III, each following a similar format but increasing in difficulty. During the year there are four examination sessions ('Series') – Easter, Whitsun, Summer and Autumn. In any one Series, only one Stage can be taken.

The passage for Aural Comprehension is to be read by a native speaker. For the Objective tests, which are all multiple-choice, a separate answer sheet is provided and marked by a document reader.

A pamphlet giving the Regulations, Syllabuses, Timetables and a List of Overseas Centres is available; Past Papers; and a periodically published **Examination Bulletin.**

Content

STAGE I

This tests the ability to use language as 'immediate communication', orally and aurally in basic everyday situations. 2½ hours. Part A (Written) and Part B (Oral):

Part A 1. Objective test of a range of grammatical items. 30 minutes.

2. **Aural Comprehension** passage on a likely situation, with possibly a **Reading Comprehension passage.** The Aural part is read aloud by a native speaker. **Writing:** a piece of continuous prose, either narrative or dialogue; or an account of a situation given in pictures; or a letter in a given situation.

Part B The Oral: directed questioning by the Examiner involving a range of Tenses, with some questions based on visuals.

STAGE II

This tests the ability to express and understand simple 'connected thought' orally and in writing. 2½ hours. Part A (Written) and Part B (Oral):

Part A 1. Objective test as for Stage I, but with more advanced grammatical items. 30 minutes.

2. **Aural Comprehension** (as for Stage I but with a more difficult passage). **Reading Comprehension** from a printed passage: Emphasis on powers of deduction and inference. **Writing** test calling for greater fluency and descriptive ability. 2 hours.

Part B The Oral. Conversation and the testing of sounds, stress, rhythm and intonation.

STAGE III

This tests the ability to express, describe and discuss one's own ideas and those of others, 3 hours. Part A (Written) and Part B (Oral):

Part A 1. Objective test of a comprehensive range of grammatical items. 30 minutes.

2. **Aural Comprehension** and **Reading Comprehension** which test not only understanding but techniques and processes as well as abstract thought. No technical knowledge is assumed. **Writing:** free expression on a chosen theme.

Part B The Oral. The candidate is given a little time to prepare a passage; to read it aloud and engage in sustained conversation on it and other topics.

Note: The Oral Test lasts 8 to 10 minutes. A Memorandum for the Use of Examiners is provided for each of the 3 stages (I, II, III).

Designation	**ENGLISH AS A FOREIGN LANGUAGE** The Institute of Linguists Test
Source	The Institute of Linguists, Lloyds Bank Chambers, 91 Newington Causeway, London SE1 6BN.
Aim	In the elementary grade, a grasp of the basic requirements of oral communication is required; in the two middle grades, proficiency in all the essential features of the language in both the oral and written skills; in the two higher grades, a proficiency of a high practical order, including translating and interpreting, is required.
Details	Five different levels: in the case of the first three, Certificates are given, with Diplomas for the other two. Testing sessions are held in the summer (last week of May) and winter (first week of December). Fees are either normal or reduced (for groups), not including local centre fees. The Final Diploma cannot be taken in December. The two higher grades can be considered as a qualification for Membership and Associateship of the Institute. A Syllabus of Examination is available, past papers, and a list of overseas centres.

Content

PRELIMINARY CERTIFICATE: 1 hour.

Part 1: 10 minutes

A 5-minute conversation on a topic.
A 1-minute sustained speaking on a point arising from it.
A 4-minute situational conversation; eg, travel agency, hotel.

Part 2: 20 minutes

Aural Comprehension. Short passages read aloud 3 times with questions and written answers.

Part 3: General Knowledge of Country. A number of linguistic and background clues are given, and short notes to be written. 30 minutes.

GRADE I CERTIFICATE: 2½ hours.

Part 1: 15 minutes

A 2-minute Reading Aloud of a short passage.
A 7-minute conversation on a topic.
A 2-minute sustained speaking arising from conversation.
A 4-minute situational conversation; eg, shop, airport.

Part 2: 45 minutes

Aural Comprehension. 25 minutes. Summary of passage read aloud twice: narrative, descriptive, exposition. **Dictation:** 20 minutes. 100 words. No pauses.

Part 3: 1½ hours

Written Comprehension. 30 minutes. 10 questions on text. Informal letter. 30 minutes.
Composition. Write an article or formal letter. 30 minutes.

Part 4: 45 minutes

General Knowledge of Country. 50 words on each of 5 topics.

GRADE II CERTIFICATE

Part 1: 20 minutes

Prepared Talk – 3 minutes; Conversation – 8 minutes; Spoken Summary of a text – 9 minutes (with questions)

Part 2: 30 minutes

Written Summary of Speech. Passage read aloud twice.

Part 3: 1½ hours

Translating 2 passages into mother tongue.

Part 4: 2 hours

General Knowledge of Country and Composition. Write on 3 topics (under Geography, Institutions, Life).

INTERMEDIATE DIPLOMA

Part 1: 20 minutes

Conversation – 9 minutes – at native speed; **Summary** of Foreign Language Text – 5 minutes. 3 minutes study; **Oral Summary** of a passage – 6 minutes.

Part 2: 3 hours

Summary of an article – 1 hour; **Background Composition** – 2 hours, on various aspects of candidate's country.

Part 3: 3 hours

4 Translation papers: 2 into mother tongue (general/specialised disciplines) and similarly 2 from mother tongue.

FINAL DIPLOMA

Part 1: 25 minutes

Prepared Talk – 5 minutes; Interrogation on statements – 8 minutes; Conversation – 12 minutes.

Part 2: 3 hours

Either an **Essay** or a **Précis.**

Part 3: 3 hours

4 Translation papers: 2 into mother tongue 2 from mother tongue.

Part 4: 3 hours

General Knowledge. 3 questions. Range over political, social, technological, scientific topics.

Part 5: SPECIAL SUBJECT

This can take the form of either a **Long Essay**; or Technical Translation into mother tongue; or **General Interpreting** (into mother tongue; into English; Liaison Interpreting; Consecutive Interpreting).

Designation	**ORAL ASSESSMENTS IN ENGLISH AS AN ACQUIRED LANGUAGE** The English Speaking Board examinations.
Source	The English Speaking Board (Internationa), 32 Roe Lane, Southport, Lancashire PR9 9EA.
Aims	The examinations aim to stimulate and encourage lively use of speech in communication. They are graded to foster the candidate's progress from simple statements and conversation to accurate and sensitive exchange of ideas. All candidates are assessed as individuals in relation to their cultural background and the language they will use in the environment in which they will work and live.
Details	Certificates are awarded in 7 Grades, and for Proficiency, Higher Proficiency and Final. The examiners, chosen by the ESB Board, visit centres at home and overseas at nominated times. Booklets and Guidelines to Teachers and Examiners are available which include a description of the examinations, and the standards which candidates are expected to reach in each assessment. The Guideline for Teachers provides information on vocabulary and structures which will be introduced, with some examples of typical questions, etc. The assessments are conducted in the presence of participating groups.

Content

For Grades I to VII the approximate times allocated to each grade vary from 6 minutes (Grade I) to 18 minutes (Grade VII).

Grades I and II consist of 3 sections: a short talk on a chosen object of interest to the candidate; reading a passage or poem from a favourite book; simple conversation taking the form of answers to questions on common objects, making friendly greetings, etc.

Grades III, IV and V each consist of 4 sections: project (describing a simple project undertaken, with the aid of project materials); reading aloud a poem or passage chosen by the candidate; reading aloud a poem or passage from a favourite book, but chosen by the examiner; conversation on matters related to previous sections or on candidate's own interests. Emphasis is placed on reasonable accuracy of pronunciation, including intonation and rhythm.

Grades VI and VII consist of 4 sections: project (involving a description and demonstration with materials, with involvement of participating groups); prepared reading aloud of a passage from a book which the candidate would recommend to listeners; situational comprehension, eg giving instructions (ordering a meal, etc); and conversation which can arise during the assessment generally.

PROFICIENCY: Approximate time: 20 minutes

Standard. As for Grade VII, but the test will be more demanding because the candidate should now have a wider range of experience. There should be fluency, vitality and variety of English and confidence in its use.

1. **Project (4 minutes).** The candidate will prepare a talk on some subject relevant to his studies or occupation. There should be a logical flow of ideas and the delivery should be accurate and lively. Visual aids: maps, diagrams, etc, should be used.

2. **Reading.** The examiner will choose a passage from a novel, newspaper, technical or professional journal brought by the candidate, which he should read with comprehension and fluency.

3. **Comprehension.** Receiving and giving information. The examiner will place the candidate in an imaginary situation which will involve him in giving information and explanation.

4. **Conversation.** At this level there should be ease in any conversational exchange throughout the test.

5. **Aural Comprehension.** A passage in English will be read aloud by the examiner; the candidate will answer questions on the content.

HIGHER PROFICIENCY: Approximate time: 30 minutes

Standard. It is implicit at this level that not only do the criteria for the Proficiency Grade apply, but also that the candidate's performance should reveal a rich and readily available vocabulary for his vocational and social needs.

1. **Project V** (approximately 5 minutes). The candidate will be expected to give an explanatory talk which shows study in depth of some particular skill or technical process, demonstrating his ability to inform and instruct. Visual aids such as maps, diagrams, apparatus, etc, should be used.

2. **Reading.** The candidate will bring a publication relevant to his project from which the examiner will select a passage to be read aloud.

3. **Comprehension.** The candidate will relate the contents of the passage in his own words.

4. **Giving instructions.** The candidate will give the participating group information, assuming that they have just arrived in England.

5. **Conversation.** This may arise at any stage during the assessment and may range through various topics of interest to the candidate. An extensive vocabulary will be expected.

FINAL: Approximate time: 45 minutes

Standard. Since this is a final examination the candidate should be able to communicate with authority and hold the attention of his listeners.

1. **Vocational Demonstration** (approximately 10 minutes). The candidate must demonstrate his ability to impart information at a professional level: eg, as a teacher, engineer, lawyer . . . He will choose his own topic and define the role of his audience. Any relevant aids should be brought.

2. **British General Studies.** The candidate will be expected to choose and discuss some aspect of British History, customs or literature, showing his knowledge of the background of the language in which he has become proficient.

3. **Reading.** The candidate will read at sight a prose passage chosen by the examiner. He should read with comprehension, fluency and animation, arousing and maintaining the interest of his audience.

4. **Non-Vocational Demonstration.** The examiner will give the candidate opportunities to display, through discussion, his enthusiasm for a knowledge of some non-vocational pursuit of an artistic, humanitarian or sociological nature.

Designation	**SPOKEN ENGLISH AS A SECOND LANGUAGE**
Source	Trinity College London, 11 Mandeville Place, London W1M 6AQ.
Aims	The examinations (Grades I – XII) have been compiled to meet the needs of children and adults learning English as a second or foreign language; Grades I and II are generally designed for very young children; Grades III – XII are equally suitable for children and adults.
Details	The Syllabus for Examinations contains a bibliography which suggests the standards to be reached, and ways of reaching them. Local Representatives for UK and overseas centres are nominated by the Trinity College Board, and examiners are sent out overseas by the Board. The foundation of the syllabus (except Grades XI and XII) is a sequence of fundamental English structures and usages, introduced in stages from Grade I to Grade X. In this sense, each stage is progressive, and the testing cumulative.

Content

GRADE I (5 minutes)

Exchanging greetings and courtesies; responding to instructions; answering questions; naming common objects.

GRADE II (6 minutes)

To understand and use structural material, in addition to the words and structures listed in Grade I: eg, choice questions ('Is it Tuesday or Wednesday today?'), WHO-questions, some pronouns and prepositions, etc. In addition, some 100 common words over and above those contained in the structures.

GRADE III (7 minutes)

To understand and use extra structural material (ie, in addition to Grades I and II) such as cardinal numbers, ordinal numbers, comparatives, superlatives, uncountables, etc. Know about 300 common words.

GRADE IV (10 minutes)

Three sections: A – to study a short unprepared passage, describe it, and answer questions. B – recognise and produce one of a pair of words which are similar; repeat, using a similar tune as the examiner, some short groups of words. C – in additional structural material, including structures introduced in previous Grades.

GRADE V (12 minutes)

Three sections: A – to study a short unprepared passage, describe it and answer questions. B – recognise and produce one of pairs of similar words; and repeat after the examiner using the same tune short groups of words. C – to hold a conversation with examiner. Additional structural material.

GRADE VI (12 minutes)

Four sections: A and B as for Grade V. C – to choose, prepare and read aloud a short passage and answer questions. D – to hold a conversation on a prepared book, on school or occupation. Know about 1,000 words including material in previous Grades.

GRADE VII (15 minutes)

As for Grade VI, including additional structural material, about 1,500 words, and the content of previous Grades.

GRADE VIII (15 minutes)

Three sections: A – to re-tell a story or short passage read by the examiner once, and answer questions. B – read aloud a passage from a prepared book and answer questions about the book. C – hold a conversation on a theme chosen by the examiner. Know 2,000 words and content of previous Grades.

GRADE IX (20 minutes)

As for Grade VIII, with extra structural material. Know 2,500 words, and content of previous Grades.

GRADE X (20 minutes)

As for Grade IX except that the topic of the conversation is chosen by the candidate. Extra structural material; know about 3,000 words. More detailed emphasis on the subject matter of the prepared book. More structural material. Know content of previous Grades.

GRADE XI 'Proficiency' (20 minutes excluding E)

Five sections: A and B as for Grade X. C – to deliver a prepared talk (3–4 minutes) in the form of an address on a chosen topic. D – to hold a conversation which may be related to the talk. E – to re-tell in writing a short passage read twice by the examiner at normal speed.

GRADE XII 'Higher Proficiency' (25 minutes excluding E)

Five sections: A as for Grade XI. B – prepare two books (fiction and non-fiction) and one poem with passages selected by the examiner to be read aloud, and then discussed. C – to deliver a prepared talk (6 minutes). D – hold a conversation. E – to re-tell a short passage in writing read **once** by the examiner.

NOTE: In addition to the Bibliography, the Syllabus for Examinations contains for each Grade (except XI and XII) a list of structures which must be known; together with notes on Vocabulary, and Advice to candidates.

Designation	**ARELS ORAL EXAMINATIONS**
Source	The Examinations Trust of the Association of Recognised English Schools (ARELS), 43 Russell Square, London WC1B 5DH. Short title 'ARELS Examination Trust' (AET).
Aim	The tests are designed to meet the needs of foreign students by examining proficiency in Spoken English and Comprehension. They are strongly orientated towards oral communication skills, and are of special interest to Business and Industry as well as to International Organisations and Professional Bodies where such skills are required.
Details	ARELS Oral Examinations are conducted in language laboratories (AAC). Students' answer tapes are carefully marked by two independent examiners, and a third when necessary. All such tapes are marked in the United Kingdom under the aegis of the Director, AET. Examinations can only be taken at centres approved by the Director, AET. There are currently about twenty centres in the United Kingdom and twenty overseas. **Levels.** The examinations can be taken at two levels – Certificate and Diploma. The first is for students who have already reached Intermediate Level. The second is very advanced measuring suitability to participate in international conferences, to negotiate at high level, to entertain VIPs with conversation beyond the mundane. Both are described in an AET booklet, and Keys to both examinations give the full scripts, and serve as a useful indication of scope and standard. The Keys also embody detailed guidance for the examiners. Ancillary materials include a 5" Master tape, a cartoon sequence, and a reading passage. Overseas centres are responsible for providing 4" tapes for candidates; these are returned after marking. Examination sets, including the Keys, Master tapes (cassette or open reel), cartoon sequences and reading passages, may be purchased at rates obtainable from the ARELS Examination Trust, 43 Russell Square, London WC1B 5DH.

Content

The Certificate and Diploma examinations both follow the same general pattern of six sections. Random examples are given below:

Section 1 comprises questions, observations, remarks and situations designed to elicit common social responses or remarks. Examples:

CERTIFICATE

Master Tape: 'Oh, I've forgotten to get your newspaper.'
Sample Answer: 'Oh, never mind.'

DIPLOMA

Master Tape: 'An urgent letter your secretary's typed is full of mistakes: without offending her persuade her to do it again.'
Sample Answer: 'There are one or two small errors in this letter; do you think you could perhaps do it again?'

Section 2

At **CERTIFICATE** level this contains a Reading Passage (dialogue) with two roles, one for the candidate. This tests stress, rhythm, intonation, pronunciation, catenations, fluency, abbreviations, symbols, figures, fractions etc.

DIPLOMA level is similar but more difficult, with additions such as reading extracts of complex documents over the phone.

Section 3

Part one tests audial comprehension in context; part two tests specific comprehension. Both involve recognition of stress patterns, intonation etc.

CERTIFICATE

Master Tape: Woman (examines cut-flowers she put in ice box days ago): 'I thought they'd **keep**!'.
Man (examines lemons he put in ice box days ago): '**I thought** they'd keep'.
Question: Who's more disappointed, the man or the woman?

DIPLOMA

Similar but more difficult.

Section 4

CERTIFICATE

This is a narration based on a cartoon provided. Two minutes' preparation and two minutes to speak, telling the story in the past tense.

DIPLOMA

This is a subjective summary. Candidate listens twice to an original interview or discussion, makes notes, then gives a summary interspersed with personal comments.

Section 5

At both levels this is a general check on structural skills, accuracy and flexibility of lexis in use. Examples:

CERTIFICATE (reported speech)

Master tape: 'Why don't you look for a better job?'
Answer: 'She suggested that I look for a better job.'

DIPLOMA (lexis)

Master tape: 'I think we can use this old wire.'
Answer (contradiction): 'No, it's unusable.'

Section 6

At both levels. Some days before examination, candidates select one of twelve set topics. They are expected to prepare and speak on this, without notes, for one minute.

Designation

ENGLISH PROFICIENCY TEST BATTERY
Also known as The Davies Test; the EPTB test.

Source

Dr Alan Davies, Department of Linguistics, University of Edinburgh. This test is not commercially available. It is owned by the British Council, which has exclusive rights for its use overseas; the copyright for its use in Britain is vested in Dr Davies. Where there is no British Council representation overseas, it may be used, but only by British Council permission from London.

Aim

The purpose of the Test is to assess the proficiency of overseas students who propose to come to Britain for further studies of any kind. The battery is administered extensively in British Council offices overseas to applicants for Technical Assistance Awards (ODM, UN), Council Scholars and Visitors, Commonwealth Education Study Fellows, and others nominated by overseas governments.

Details

Short Version Form A appeared in 1964, Short Version Form B in 1965, and Short Version Form C in 1973; Short Version Form D is currently in preparation. Form C is the one currently in use until it will be replaced by Form D early 1977.

The Test Battery consists of Part 1 (the main test) and Part II (which is optional – a test of reading speed), plus a Written test (Essay) and an Oral, these last two now being regarded as obligatory.

Part I consists of 4 sub-tests: 2 on Listening Comprehension (on tape), 1 on Reading Comprehension and 1 testing knowledge of grammatical structures, for which an Answer Book is provided. A separate Answer Book is provided for Part II. Ancillary materials consist of a Manual for Test Administrators, Scoring Instructions, and Tape Scripts. Scoring is manual. The scores in raw form are converted into standard scores (a conversion table is provided) and totalled. These materials are only available to Test Administrators who are normally British Council officers. Part I: 1¼ hours; Part II about 15 minutes.

Content

Part One (the Main test). 4 Tests

1. **Discrimination of Individual Sounds** (58 items)

Spoken: bun bun burn
1 2 3

The candidate hears the words corresponding to 1, 2 and 3. In the answer booklet will appear: 12 23 123 13 0. Here 1 and 2 are the same, so her circles **12**. If all three are the same he circles **123**. If all three are different he circles **0**.

2. **Discrimination of Intonation Patterns** (38 items)

24 short conversations between two native speakers. After each conversation the candidate reads two statements in the answer booklet, and indicates whether these are True (T) or False (F) in the context as spoken.

Spoken: **John**: Hullo, Mary. I'm late?
Mary: Hullo, John. I'm early.

In the answer booklet, the following appears:

'Statements: 1. John is not sure if he's late T F
2. Mary is not sure if she's early T F'

The Question intonation in John's utterance indicates the statement is True; and that the way Mary utters her piece indicates that statement 2 is False.

3. **Reading Comprehension** (49 items)

Two passages of contemporary prose are given where some words have only the initial letter which the candidate must complete:

> A young boy has b . . . . . found inside a crate i . . . . . a jet a . . . . . London Airport.

4. **Grammatical Structures** (47 items)

Sentences are given containing 3 alternatives for a part of each sentence:

> Do you practise 1. speaking
> 2. to speak English every day?
> 3. speak

Part Two (optional)

5. **Reading Speed**

A passage of about 7,000 words into which a number of foreign or irrelevant English ones have been inserted. The candidate underlines the irrelevant words, eg:

> The outstanding cadair research requirement is that the Survey crocodile of Modern English . . .

The Essay and the Oral (obligatory)

For the guidance of examiners of both the essay and the oral, five grades of marking (A – E) are given, with A in each case being the highest grade. For each grade a brief statement on the standards required is given.

Designation	**ENGLISH LANGUAGE BATTERY** Also known as the ELBA test; the INGRAM test.
Source	Mrs Elisabeth Ingram (of the Department of Linguistics, University of Edinburgh).
Aim	A Proficiency test of English as a foreign language designed to distinguish, from a language point of view, students who are capable of following Higher Education courses in Britain.
Details	A Multiple-Choice test consisting of TWO parts (Part One on tape; Part Two written) with instructions for both parts on tape. About 1½ hours. There is an Answer Book for each of the two parts and a description of test content which also includes statistical information on item discrimination, inter-correlations, etc. The student is required to mark an X between brackets. Manual scoring.

Content (with examples)

Part One (4 sub-tests)

1. **Sound Recognition** (100 items: 50 vowels, 50 consonants)

   Spoken: bit bet bat
   ( ) ( ) ( )

2. **Intonation** (10 items)

   Spoken: 'He speaks fluent Hindi'

   a. ( ) a request for information
   b. ( ) expresses great surprise
   c. ( ) straightforward statement

3. **Stress** (10 items). Identify heaviest stress (tonic).

   Spoken: 'There's a letter for you'
   ( ) ( ) ( ) ( ) ( ) ( )

4. **Listening Comprehension** (30 items). The candidate hears a Question, part of a conversation, etc.

   Spoken: 'Thank you very much, Mr Jones'

   a. ( ) Here it is
   b. ( ) Don't mention it
   c. ( ) It is difficult to say
   d. ( ) I'm afraid so

Part Two (3 sub-tests)

1. **Grammar** (50 items). 15 minutes.

   Written: 'It's cold in here'

   a. ( ) doesn't it
   b. ( ) doesn't he
   c. ( ) isn't it
   d. ( ) it is

2. **Vocabulary** (50 items). 15 minutes.

ENTERTAINING
a. ( ) amusing
b. ( ) laughing
c. ( ) meddling
d. ( ) generous

3. **Reading Comprehension** (4 short passages, 20 items)

The passages range between 100–150 words with a standard of English which University entrants are expected to possess. A series of comprehension questions on each of the first three passages, with the fourth devoted to a series of instructions which, if understood, will enable the candidate to answer the questions set.

Designation	**ENGLISH FOR OVERSEAS CANDIDATES**
Source	Pitman Examinations Institute Godalming, Surrey GU7 1UU.
Aim	For candidates studying English as a Foreign Language. (The Pitman **English Examination** is for candidates whose mother tongue is English; the Pitman **English CE** examination is for candidates in Overseas Countries 'whose basic indigenous common language is English'.)
Details	There are five Grades: Elementary, Intermediate I, Intermediate II, Advanced I and Advanced II. The test is conducted entirely by the Examiner and there are no tapes for Listening Comprehension. Specimen papers are available from the Institute. Centres can be opened by negotiation with the Institute. The institute charges an Examination Fee of 85p (1976) per candidate for Centres overseas, which also covers the cost of airmail despatch for marking, and 60p per candidate for Centres in the UK; each Centre charges a local fee to cover costs and invigilation. For each Grade a list of grammatical categories (tenses, etc) is given which will be tested.

Content (with some examples)

ELEMENTARY (2 hours)

Dictation of five simple sentences.

Aural Comprehension (five questions read aloud calling for written answers).

Composition (120 words).

Grammar (Multiple-Choice) eg, I read the story (a) at (b) from (c) in (d) by the newspaper (20 items).

INTERMEDIATE I (2½ hours)

Dictation of a connected passage.

Aural Comprehension (passage read aloud with five written questions calling for written answers).

Composition (180 words) – descriptive, narrative.

Grammar (Multiple Choice) – 20 items.

INTERMEDIATE II (2½ hours)

Dictation of a connected passage.

Aural Comprehension passage: write a précis.

Composition (240 words) – descriptive, narrative discussion, letter.

Grammar (Multiple-Choice) – 20 items.

ADVANCED I (3 hours)

Dictation of a connected passage.

Aural Comprehension passage: write a précis.

Composition (300 words): either present an argument or outline a problem.

Composition (100 words): write a conversation or report a conversation.

Visual Comprehension passage: with three multiple-choice questions.

Grammar (Multiple-Choice): 11 items.

ADVANCED II (3 hours)

Aural Comprehension passage: write a précis.

Composition in the form of an Essay, Narrative or Report in idiomatic English (400 words).

A situation is given and the candidate must write an appropriate response; eg an article from a newspaper is described and a letter to the editor is called for.

Visual Comprehension passage: with 10 multiple-choice questions.

Designation — **TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL)**

Source — TOEFL, Box 899, Princeton, NJ 08540, USA.
Administered by Educational Testing Service according to policies determined by the TOEFL Policy Council. The council was established by, and is affiliated with, the College Entrance Examination Board and the Graduate Record Examination Board.

Aims — The purpose of TOEFL is to determine the English proficiency of people whose native language is not English. The test is required by many universities, colleges and schools in the USA, Canada and elsewhere for admission and placement purposes.

Details:

TOEFL is a confidential examination given through procedures designed to protect its security before, during and after its administration. Neither the current edition of the test nor any previous edition is available for purchase.

Ancillary materials consist of TOEFL **Bulletin of Information** for use by applicants in registering for the test, **Handbook for TOEFL Applicants** that is sent free of charge to those who have registered for the test, **Supervisor's Manual** for use by test administrators, and a **Manual for TOEFL Score Recipients** that is available to institutions only.

TOEFL is given four times a year (usually September, November, February and May) at more than 400 centres in about 120 countries throughout the world. The current (1976–77) charge is 17 US dollars per applicant.

The test consists of three sections and lasts about two hours. A full morning is usually required to administer it. The test booklet contains a separate answer sheet that is machine scored in Princeton. Score results are reported in about five weeks to examinees and institutions designated by the applicant.

Content (with some examples)

Section One

(Listening Comprehension – tests the ability to understand spoken English by listening to voices on a recording and responding to multiple-choice questions; 50 items – 40 minutes.)

Part A

Responding to short statements. For example, examinee will hear:

'John dropped the letter in the mailbox.'

Examinee will read:
(A) John sent the letter
(B) John opened the letter
(C) John lost the letter
(D) John destroyed the letter

Part B

Short dialogues, with a third speaker asking questions. For example, examinee will hear:

'Hello, Mary. This is Mr Smith at the office. Is Bill feeling any better today?'

'Oh, yes, Mr Smith. He is feeling much better now. But the doctor says he'll have to stay in bed until Monday.'

'Where is Bill now?'

Examinee will read:
(A) At the office
(B) On his way to work
(C) Home in bed
(D) Away on vacation

Part C

Several short talks and conversations. Examinees respond to several multiple-choice questions after each talk or conversation.

Section Two

(Structure and Written Expression – tests the ability to recognise language that is appropriate for standard written English; 40 items – 25 minutes.)

Part A

Each problem consists of an incomplete sentence. Four words or phrases marked (A), (B), (C) and (D) are given beneath each sentence.

Example: 'If John needs a pencil, he can use one . . .'

(A) of me (B) my (C) mine (D) of mine

Part B

Each problem consists of a sentence in which four words or phrases are underlined. Examinee is to identify the one underlined word or phrase that should be corrected or rewritten.

Example: At first (A) the old woman seemed unwilling to accept (B) anything that (C) was offered her by my friends and I (D).

Section Three

(Vocabulary and Reading Comprehension – tests the ability to understand various kinds of general reading material; 60 items – 45 minutes.)

Part A

A word or phrase is underlined in each sentence. Examinee is to choose the one word or phrase which would best keep the meaning of the original sentence if it were substituted for the underlined word.

Example: The child raced into the house.

(A) walked (B) crawled (C) ran (D) limped

Part B

A variety of reading material (single sentences, paragraphs, advertisements, and the like) is given followed by questions about the meaning.

Example: After observing the moonlike phases of Venus through a telescope, the Italian mathematician Galileo concluded in his own mind that the planets revolved around the sun. These observations supported the earlier, heretical theory of the Polish astronomer Copernicus, who had said that the sun was the centre of the solar system.

Galileo and Copernicus had the same

(A) nationality (B) patron (C) hypothesis (D) background.

Designation	**TEST OF ENGLISH AS A SECOND LANGUAGE** Also referred to as the ALI/GU Test; sometimes as the Georgetown Test.
Source	American Language Institute (ALI), Georgetown University (GU), Washington DC. David P Harris (author).
Aim	The ALI/GU test has been prepared for the Agency for International Development and the Bureau of Education and Cultural Affairs (CU) of the Department of State. The test battery is designed primarily for use abroad in rating the English proficiency of proposed participants for AID programmes or of applicants for US Government grants and student visas. It is also used by ALI internally.
Details	Formerly known as the AULC Test (American University Language Center). It consists of a battery of four tests: English Usage; Oral Rating; Listening Test; Vocabulary and Reading Test. The first three are administered to academic and non-academic applicants, the fourth only to those applying for academic study programmes. For Oral Rating, candidates are given 10–15 minutes each; for the remainder, 2 hours, 25 minutes. Ancillary materials: tape (Listening Comprehension); Interpretative Manual (by Harris); Re-usable test booklets; Answer sheets and scoring keys; Instruction Sheet; Pre-Test Practice sheet. There are several alternative forms of each test, except the oral rating.

Content (with examples)

TEST A (English Usage; 100 items, 3-choice; 60 minutes)

(Does) (Is) (Has) she own a car?

TEST B (Oral Rating; two examiners; 10–15 minutes per person)

Conversation with candidate on social areas, and the technical field of study. Five components tested: Comprehension, Pronunciation, Grammar and Word Order, Vocabulary, Speed and Sentence Length. Each of the five components marked 0–5, and the total multiplied by 4 to give the percentage.

TEST C (Listening Comprehension; 40 items, 4-choice; 25 minutes)

On tape, in two parts, each 20 items.

Part I (short questions)

Where is your brother now?

A: He's 30 years old
B: He's a doctor
C: He's in New York
D: He's very happy now

Part II (short statements)

Fred spent his childhood in France

A: Fred used to work in France
B: Fred lived in France as a boy
C: Fred now has his home in France
D: Fred has just returned from France

TEST D (Vocabulary and Reading; 60 items, 4-choice; 60 minutes)

In 3 parts: General Vocabulary; Idioms; and Reading Comprehension.

General Vocabulary (25 items)

A . . . . . is used to write with

A: match
B: spoon
C: board
D: pen

Idioms (10 items)

Unce John likes to **invent** stories to tell the children.

A: make up
B: make over
C: make out
D: make after

Reading Comprehension (25 items)

Five reading passages on History, Fiction and Science, on a level appropriate to College freshmen.

Each passage is followed by a series of 4-choice comprehension items.

Designation	**COMPREHENSIVE ENGLISH LANGUAGE TEST** Widely known as the CELT Test.
Source	McGraw-Hill Book Company, New York. By David P Harris and Leslie A Palmer.
Aim	A Test for measuring the English Language ability of non-native speakers of English. For High School, College and Adult programmes of English as a Second Language (ESL) on the Intermediate and Advanced levels. A Placement Test which also claims to have a potential as a measure of subsequent course achievement.
Details	The Test consists of three parts: Listening Test; a Structure Test; and a Vocabulary Test. Total testing time is approximately two hours. The approach is multiple-choice. Ancillary materials consist of: a Technical Manual; Examiner's Book for Listening Comprehension; Instructions for administering the Structure and Vocabulary tests; Answer Sheets and Scoring keys; Answer booklets. The titles: L–A, S–A, and V–A refer to the Listening, Structure and Vocabulary sub-tests. The Listening Comprehension is on tape.

Content (with examples)

TEST I (Listening Test; 50 items in all three parts; approximately 40 minutes.)

Part I (Answering Questions; 20 items)

When are you going to New York?

A: To visit my brother
B: By plane
C: Next Friday
D: Yes, I am

Part II Understanding Statements; 20 items)

George has just returned home from his vacation.

A: George is spending his vacation at home
B: George has just finished his vacation
C: George is just about to begin his vacation
D: George has decided not to take his vacation

Part III (Comprehension of Dialogues; 10 items – short dialogues, 2 speakers, third asking the question).

TEST II (Structure; 75 items – brief dialogues; 45 minutes. S–A)

How old is George?
He's two years younger . . . . . his brother Tom

A:	that				
B:	of	( )	( )	( )	(X)
C:	as	A	B	C	D
D:	than				

TEST III (Vocabulary. Two parts – 75 problems. 35 minutes) V–A.

Part I (35 items)

A . . . . . is used to cut with

A:	knife				
B:	lamp	(X)	( )	( )	( )
C:	horn	A	B	C	D
D:	pen				

Part II (40 items). Synonym type.

far away

A:	worthy				
B:	pale	( )	( )	(X)	( )
C:	distant	A	B	C	D
D:	huge				

Designation	**THE ENGLISH FOR BUSINESS TEST** (The Bellcrest Series) The ELTDU Test. The Bellcrest Test.
Source	English Language Teaching Development Unit (ELTDU) of Oxford University Press, 23 Lexden Road, Colchester, Essex.
Aim	An **Attainment** Test designed for students who have completed the **English For Business** Course in the Bellcrest Series, and to enable institutions using it to test the students' mastery of the course content.
Details	There are two forms of the Test: Alternative A and Alternative B, with a common core for both consisting of Listening and Reading Comprehension. The alternatives for the Oral sub-test are: either a live interview or an aural comprehension test; the alternatives for the Writing sub-test are an open-ended Test or an Objective Test. Except for Oral A (live interview, 10 minutes per candidate) each other sub-test takes 30 minutes: thus for the Alternative A test the time will be 1½ hours plus interviews; for Alternative B, 2 hours. Materials consist of 1 Tape, Test Papers and Answer Sheets, Guidance for Invigilators, Key and Guide for Marking, Specimen Papers all of which are purchaseable from OUP. The Test can also be taken in the language laboratory. Some notes are included below on the Stages of Attainment Scale.

Content

ORAL A sub-test

Part I: The candidate selects 1 of 5 Visuals (eg, a Sales Graph) and is required to interpret this in speech.

Part II: The candidate is presented with 5 business situations, and is required to give an appropriate response to a question on each.

Part III: Optional. Guided Role Simulation: the candidate outlines a programme for a visitor to his company (Examiner as the visitor).

ORAL B sub-test

Part I: Short passages on tape presenting business situations. Select appropriate response (multiple-choice).

Part II: Short reading passages of typical business situations. Marks off as for Part I.

Part III: Optional. Skeleton written text of a dialogue. Complete the dialogue from a selection of alternatives given.

LISTENING COMPREHENSION sub-test

Part I: A number of short recorded passages with recorded comprehension questions (ie, the answers are recorded).

Part II: Optional. A continuous passage with recorded comprehension questions.

(Both Parts I and II passages are set in a range of common business situations as given in the Course.)

READING sub-test

Short texts in a form familiar to the businessman (eg, a letter) to elicit comprehension.

WRITING A sub-test

An open-ended exercise where the candidate is required to construct a memo from outline notes.

NOTE: A candidate can select one of the four possible forms of the Test, ie:

Oral A: Listening; Reading; Writing A
Oral B: Listening; Reading; Writing B
Oral B: Listening; Reading; Writing A
Oral B: Listening; Reading; Writing B.

Stages of Attainment Scale and Test Battery

1. **Aims**

The aims are to assist those responsible for language training within an organisation in respect of the following:

- to provide a **scale** by which stages of language ability can be defined and measured objectively, not only in linguistic terms, but also in terms of the language competence required for the performance of particular tasks;
- to provide a **means** of testing individuals to determine their language level and what tasks they are able to perform on the basis of their present level of attainment;
- to provide a **tool** for the formulation of language training objectives, bearing in mind the role of language ability in recruitment, job promotion, etc; and thus to meet the need for a common scale of reference for language training specialists and Training and Personnel officers; and to enable Management to make explicit statements about language levels and training needs.

2. **Outline of Scale**

There are eight Stages of Attainment (A–H), a brief summary of which is as follows:

- **Stages A and B:** performance in English of a 'survival' kind (the learner is still in the process of acquiring basic structures) and limited to elementary and very restricted situations such as giving directions or filling in simple routine forms.
- **Stages C and D:** performance in English of a 'threshold' level; although the simple basic structures have been learnt, the English is still limited and faltering, and orally can only manage simple business situations in the presence of other non-native speakers; performance generally will be slow with ability to read simple material and write eg routine telexes, and other forms of routine material.
- **Stages E and F:** a more definable level, where performance reflects knowledge of the important structures of English; there will be occasional errors but not gross ones; he can argue his case persuasively with some control of idiomatic usage; can deal with most forms of correspondence and can write various types of letters.
- **Stage G:** a near-native competence, although he will have an 'accent'. He requires no further tuition in grammatical structures, etc.
- **Stage H:** a degree higher than Stage G where the command of English is not only of a high order but relevant to highly specialised areas of English, eg, law, finance, patents, etc. It will also include extra abilities, such as giving a witty impromptu talk and so on, which are not always found in native speakers.

3. **General Note**

The above is a condensed version of the original specifications found in ELTDU's publication 'Stages of Attainment Scale and Test Battery – General Information'. This publication provides both a **general** and **detailed** description of the Stages of Attainment Scale and of the Test Battery and some uses to which they are put. It also provides a useful breakdown of the various tasks to be performed within the four skills of Listening, Speaking, Reading and Writing. Terms for sale are also given.

Designation

A. SPOKEN ENGLISH FOR INDUSTRY AND COMMERCE

B. ENGLISH FOR COMMERCE

The London Chamber of Commerce and Industry Tests

Source

The London Chamber of Commerce and Industry (Commercial Education Scheme), Marlowe House, Station Road, Sidcup, Kent DA15 7BJ.

Aims

A. **(Spoken English)**: Mainly Oral

Preliminary: to meet basic everyday requirements;
Intermediate: to mix socially and conduct business negotiations at a modest level;
Advanced: to conduct normal company business.

B. **(English for Commerce)**: Written and Oral

Elementary: writing and understanding the written language;
Intermediate: written communication within a commercial context, and conversation;
Higher: as for previous Stage. At all Stages, the examiners' criterion is the establishment of communication in a business context.

Details

These are two separate Tests. Test A can normally only be taken in the United Kingdom – at any time of the year. Test B can be taken in overseas centres. Each year there are four Testing Sessions (Series) – Winter, Spring, Summer and Autumn. Test B can be taken in all series, with the exception of the Higher Stage, which is not offered at the Winter Series.

Fees vary according to grade of examination. The Regulations, Syllabuses, Timetables booklet (with a special one on Test A available as well) and past papers are obtainable.

Content

SPOKEN ENGLISH (Test A above)

PRELIMINARY 20 minutes. Know about 500 words.

Section A General conversation on personal history, work and interests.

Section B Respond to spoken instructions using everyday objects.

Section C Talk about 2 pictures or photographs.

Section D Role-playing in everyday situations (booking in a hotel, paying ticket, etc).

INTERMEDIATE 35 minutes. About 1,500 words.

Section A As for Preliminary.

Section B Give gist orally of taped conversation.

Section C Role-playing or discussion exercise of a business or social nature (changing travel arrangements, registering a complaint).

Section D Reading of a business letter and comprehension questions.

ADVANCED 45–50 minutes.

Section A General conversation.

Section B Give gist orally of taped conversation.

Section C Describe and demonstrate aspects of work, with the aid of samples.

Section D Study written text and explain.

Content

ENGLISH FOR COMMERCE (Test B above)

ELEMENTARY

Written only – 2 hours

1. Essay (200 words) on a topic of a general or commercial nature.
2. Comprehension.
3. Letter (about 100 words) from a private individual to an organisation.

INTERMEDIATE

Written – 2 hours

1. Essay (300 words) on a subject connected with business or current affairs.
2. Précis (current affairs or business text).
3. Letter (150–200 words) involving writing to an organisation in an official capacity.

Oral – for candidates whose mother tongue is not English. Conversation 7–8 minutes.

HIGHER

Written – 3 hours

1. Essay or Report (500 words) on a topic requiring knowledge of commercial practice and procedure.
2. Comprehension.
3. Précis or extraction of threads of narrative or argument.
4. Letter as from an organisation to an individual concerning a specific transaction.

Oral – for candidates whose mother tongue is not English. Conversation 8 to 10 minutes.

Designation	**GRADUATE MANAGEMENT ADMISSION TEST** The GMAT Test. Formerly known as the Admission Test for Graduate Study in Business (ATGBS).
Source	Educational Testing Service, Box 966, Princeton, New Jersey 08540, USA.
Aims	An aptitude test designed to measure certain mental capabilities important in the study of management at graduate level. It tests the ability to read, understand and reason logically with both verbal and non-verbal (quantitative) material. Many institutions in the USA (and some in Britain) require GMAT for admission to MBA and similar master's degree programmes.
Details	The test lasts three and a half hours, and can be taken in overseas centres four times a year (October, January, March and July). Test dates and locations are given in the Bulletin of Information for Candidates. All questions are in English and are of the multiple-choice type. It measures abilities and skills acquired over the years, with emphasis on accuracy rather than speed. The Bulletin of Information also contains details about fees, registration deadlines, etc.

Content (with some examples)

The Test Book (together with answer sheet) consists of the Reading passages, and non-verbal material (graphs, diagrams etc) and a consecutive series of questions divided into sections, with directions for the candidate given separately for each section.

Section 1

Two reading passages concerning matters pertaining to business studies with multiple-choice answers (5 choices), each passage being dealt with separately. Eg:

Question 6. (From the passage) the author implies that the opinions of economists differ most with respect to the:

(a) basic facts with which economics should deal
(b) basic purpose of economics
(c) methods by which facts are to be gathered, etc, etc.

Section 2

A related pair of words is followed by a choice of 5 other related pairs; choose one which expresses a similar relationships. Eg:

ASTRONOMY : ASTROLOGY

(a) chemistry : alchemy
(b) biology : botany
(c) religion : mythology
(d) geography : geology
(e) medicine : magic

Section 3

A word is given, followed by 5 others. Choose the one most nearly **opposite** in meaning. Eg:

SPORADIC: (a) immediate (b) regular (c) affiliated (d) alternate (e) replete

Section 4

A sentence with one or more blanks is given; from a list of 5 words (or pairs) choose the one that best fits the meaning. Eg:

The discipline to which the students are subject is so slight that it serves but to . . . . . their real freedom:

(a) diminish
(b) accentuate
(c) counteract
(d) destroy
(e) accompany

Section 5

A Table is given giving certain statistics/percentages. By inference, candidates are asked to answer non-verbally (eg, choose a percentage from a list of five) or verbally from a list of 5 statements or phrases.

Some mathematical questions:

If the sum of three consecutive integers is 15, what is the product of these integers:
(a) 54; (b) 60; (c) 120; (d) 150; (e) 210?

Section 6

A series of graphs is given, from which information the candidate is asked multiple choice questions.

Section 7

A series of Data Sufficiency problems is given, consisting of a question and two statements (1, 2). The problem is: are the data given in the statements **sufficient** to answer the question? Eg:

What is the value of $x - y$?

1. $y - 2 = 2$
2. $\frac{y}{x} = 2$

Five choices: (a) (1) **alone** is sufficient but (2) alone is not sufficient to answer the question; (b) (2) alone sufficient but (1) not; (c) both (1) and (2) together are sufficient, but neither alone; (d) if each alone is sufficient; (e) if (1) and (2) together are not sufficient – further data are needed.

Designation — **TESTS OF PROFICIENCY IN ENGLISH FOR IMMIGRANTS** (Test 273). The NFER Test.

Source — The National Foundation for Educational Research in England and Wales, 2 Jennings Buildings, Thames Avenue, Windsor, Berks SL4 1QS.

Aims — The tests are for Junior school-age pupils whose English proficiency is in doubt, or whose native language or dialect is different from the English required in school (thus being usable with native British children). They perform three functions: as **placement** tests; ie, in special language classes, and to determine extra tuition needed and whether those in the special classes can return to normal ones; as **diagnostic** tests which will provide linguistic information on each child tested and a diagnostic guide to future teaching; and to **monitor the progress** of the immigrant children.

Details — A 'General Guide' to the tests is provided. In describing the content and approach, language skills are divided into **Gross** (Listening, Speaking, Reading and Writing) and **Component** (eg aspects of phonology, orthography etc, tested). The two Passive skills (Listening and Reading) are tested together, as are the two Active skills (Speaking and Writing) each being tested on three different levels.

General Approach

1. **Gross Skill** — LISTENING

Component skills

- discriminating sounds of English
- recognition and understanding of spoken English words
- lexical and syntactic understanding of well-formed statements, questions and instructions
- understanding extended pieces of spoken English (exposition, argument, description)
- skill in responding to variations in the spoken language (levels of formality, etc).

2. **Gross Skill** — SPEAKING

Component skills

- skill in producing sounds of English but in acceptable segments of speech
- finding and applying English words appropriate to common tasks
- constructing (lexis and syntax) well-formed statements, questions and instructions
- responding to the speech of others, in conversation, discussion and debate
- skill in matching speech to demands of a situation, according to purpose, audience, etc.

3. **Gross Skill** — READING

Component skills

- recognition of letters of the English alphabet
- recognition of English words
- recognising structural relations within sentences
- understanding paragraphs (exposition, description, etc)
- understanding variations in English — irony, poetic English, etc.

4. **Gross Skill** WRITING

Component skills
- copy and then form the letters of the alphabet
- applying words which are appropriate to common tasks
- constructing well-formed English sentences
- constructing paragraphs
- writing different types of English; eg, business, personal letters.

Content

Passive Skills (Listening and Reading)

All the questions are of the multiple-choice type. Levels 1 and 2 have picture stimuli, with 3 having a verbal one; in the case of Listening, Level 1 passage is read by the examiner; Levels 2 and 3 for Listening are on tape.

Level 1 33 multiple-choice items.

Level 2 28 multiple-choice items.

Level 3 a 'synonym' type test, and
a test on connected (extended) English.

Active Skills (Speaking and Writing)

Level 1 25 pictures or 'scenes' are given giving a naming test.

Level 2 **Part I** (Speaking): a series of pictures calling for the description of an event.
Part II (Speaking): 10 pictures, asking for a sentence about each one.
Part I (Writing): a few words given and asking for completion of sentence.
Part II (Writing): as before.

Level 3 Parts I and II for Speaking and Parts I and II for Writing. Parts I in each case are as for Level 2 but more complex; Parts II in each case deal with extended English.

DEFINITIONS

Some terms used in Language Testing and Test Measurement

1. Examinations and Tests

The difference between the two is difficult to define because of overlap. In general terms one can say that most examinations are achievement tests, but not all tests are achievement ones. Moreover, examinations tend to be 'institutionalised' in the sense that they derive from examining bodies as Institutions (eg, the Joint Matriculation Board for the GCE – Northern Universities, University Degrees and Diplomas, and so on). Tests are not necessarily institutionalised (the Davies Test being a typical example). Very often the distinction is blurred, as in the case of the University of Cambridge Syndicate examinations which also have the appearance of tests. There are understandable reasons why the term **examination** is preferred, because it implies that it is more rigorous and academic and thus has greater prestige.

We can distinguish between different examinations:

those set on a prescribed course (eg, internal school examinations);

those set on a prescribed syllabus (eg, external school examinations);

those set on an assumed course of study (eg, the Cambridge FCE and CPE, but where recent changes in the syllabuses bring them closer to tests).

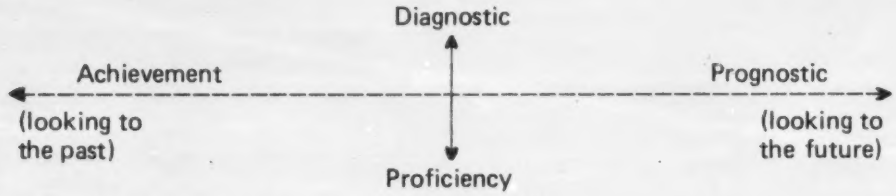
Tests may figure within examinations, but in the context of this Guide, **tests** are interpreted as those directed at heterogeneous populations at intervals of time; they very often preserve a rather rigid structure, showing less variation than do examinations. Moreover, tests tend not to favour open-ended questions or free responses (being internationally administered to large populations and often centrally marked, a system of objective marking becomes imperative, though this position is now being modified, mainly because certain modes (speaking and writing) are not amenable to objective systems of marking). Perhaps the distinction between examinations and tests is made clearer when we consider that the University of London GCE 'O' Level examination in English is institutionalised, whereas the University of London Certificate of Proficiency in English for Foreign Students is not a GCE qualification and can be regarded therefore as a test.

2. Types of Tests

Proficiency; Achievement/Attainment; Aptitude/Predictive/Prognostic; Diagnostic; Placement/Pre-Achievement. The terms are technical ones within the literature of testing. They can refer to any language as mother tongue, second or foreign language; in what follows, the example given is English as a second or foreign language.

By **Proficiency** is meant the ability to do something with English at the moment of testing. It answers the question: 'How good is my English now, irrespective of courses I have followed or qualifications I have obtained in the past?'. By **Achievement/Attainment** (the terms are used synonymously) is meant the ability to perform in English based on a corpus of the language contained in a course of study which has been followed. It answers the question: 'How well have I done in the subject I have studied during the past X weeks/months/years?'. By **Aptitude/Predictive/Prognostic** is meant the ability, based on current assessment, to perform in English in the future. It answers the question: 'To what extent will the results of the test predict the candidate's performance in the future; eg, a prospective foreign student in a British University?'. By **Diagnostic** is meant the discovery through testing of those elements within certain levels of language (eg, phonology, grammar, lexis) which give rise to recurrent errors either individually or collectively. Such tests have a direct bearing on the construction of syllabuses and remedial teaching. It answers the question: 'What are the common recurrent errors (eg within a homogeneous linguistic community) and which can form the basis of programmes for remedial teaching?'. By **Placement/Pre-Achievement** is meant the measuring of the candidate's performance from the point of view of placing him in the most suitable class, group or level; such tests will provide evidence of the need for special classes, the amount of extra tuition required and whether those in special classes can return to normal ones.

Although the above classification of tests is useful, we are dealing simultaneously with several different ways of organising the same field. Another way would be to organise this field in 2 dimensions, one of Time and one of Number:



The vertical dimension shows plurality of number in the diagnostic in that it needs a lot of 'testees' to reveal the strengths and weaknesses generally found in a given test population; it shows singularity of number in the proficiency in that its aim is a profile of the strengths and weaknesses in an individual. Placement tests attempt to angle the vertical dimension towards the horizontal by swinging proficiency some way towards the prognostic.

The following is an extract from a paper (undated) written by Dr Alan Davies (the original author of the Davies Test) entitled 'Language Proficiency Testing':

> 'Examples from language learning may be suggested. The measure of adequacy in English among overseas students in Britain for their various academic courses is a proficiency test; the measure of ability among English children to learn Chinese is an aptitude test; the measure of success at the end of a period of language study (eg. GCE 'O' Level French) is an achievement test. Most examinations are types of achievement tests; and it is their lack of precision as test instruments (as reliable measures of achievement) that is often the real source of uncertainty as to their value.'

3. **Reliability and Validity** (Proficiency tests)

The majority of the examinations and tests in this Guide do not claim to be valid and reliable in the 'psychometric' sense. For this reason: it is extremely difficult – and virtually impossible – to construct Subjective-type tests which can meet the claims of Reliability, in particular examiner reliability; it is easier to meet this claim with Objective-type tests because, by the very nature of their objective marking (often by machine) the examiner reliability problem does not arise. The Davies Test and TOEFL in particular are examples of 'reliable' tests, where such claims are being made statistically in their Manuals.

Reliability

'To have confidence in a test, we must know that the scores would remain consistently stable if the test were given to the same individuals on different occasions or if parallel (equivalent) forms of the test were administered to the same individuals. We may assume that no test is a **perfectly** reliable instrument; that is, we may suppose that if any test could be administered twice to the same individuals under the same circumstances, there would be at least a slight divergence of scores. When we speak of the stability and consistency of scores, therefore, we use the terms relatively.'

> (David P Harris: **English Testing Guidebook** (Part II) The American University Language Center.)

Tests of both Oral and Written Expression cannot be deemed reliable in this sense; to make them so would greatly increase the practical problems of proficiency testing. The basic problem is that the testing of Oral and Written Expression requires skilled administrators, and because such administrators are human (not computers) their deployment of their skill cannot be standardised. It is also claimed – for different reasons – that Listening Comprehension tests have an in-built unreliability.

Validity

'In the selection of any test, two questions must always be considered: (1) **What** precisely does the test measure? and (2) **How well** does the test measure? If the test is found to be based upon a sound analysis of the skill or skills we wish to measure, and if there is sufficient evidence that test scores correlate fairly highly with actual ability in the skills area being tested, then we may feel reasonably safe in assuming that the test is valid for our purposes.' (David P Harris, **op cit.**)

The question **What?** is important because some items might test general knowledge and 'IQ' rather than language performance. In Listening Comprehension, the ability to recognise **sounds** (eg, in minimal pairs and triples) does not guarantee that stretches of speech would be fully understood by the same candidate; in other words the sound test is valid only as a measure of sound recognition. Similarly, an Objective Writing Test will not necessarily test the ability to write continuous prose, only the ability to **recognise** acceptable sequences in terms of grammar and lexis. Questions of the multiple-choice type invariably bring in an element of guess-work, so that when guesses are given we are also testing the luck of the candidate; and the very presence within a group of four choices of one correct response detracts from the validity of the test as an impartial instrument.

Given a sufficiently justified sampling from the 'universe of possible items' in a language, the tester can at least improve on the reliability of his test. With validity the problem is much more complex and is outside the tester's control because validity enters into the domains of Linguistics and Psychology. Four types of validity are recognised:

Content Validity: the tests are made up of **linguistically** valid items; this requires a careful analysis of the skill being tested, and for the items to represent adequately each portion of the analysis, not just those which fit in best with the type of test under consideration.

Concurrent Validity: also called **Empirical** Validity. The test correlates positively with other external criteria, eg, a teacher's independent estimate of student performance outside the test.

Predictive Validity: the tests will predict that candidates will perform equally well or badly in different situations, outside the test situation itself, and where they have to use the language of which a sample only has been tested.

Construct Validity: this is the most difficult type of all, and although closely related to predictive validity is not a substitute for it. Construct validity is concerned with the test's linguistic relevance to 'terminal behaviour' (the variety of situations which the candidate is expected to find himself in, and which must be described by the linguist **before** constructing the test). That is, what must be revealed through the test is not linguistic behaviour **now** but **terminal** behaviour. ('We test for the future.')

The other type of Validity sometimes referred to ('Face Validity') concerns the way the test 'looks' to the candidate and test administrator. For good relations with lay test users, the test must look credible.

4. Test Measurement

A rigorous exposition of Psychometrics (in relation to the measuring of tests) is outside the scope of this Guide. What is given here is a modest attempt to define and describe in elementary terms some of the more central factors involved and their significance.

Measures of Central Tendency. These are concerned with 'averages'. The two commonly used in testing are the **Median** (the midpoint of a series of scores arranged in order of size: in the case of 1, 2, 3, 4, 5, 6, 7, 8, 9, the median is 5); and the **Mean** (or arithmetic mean) which is the sum of the separate scores divided by their number (3 scores of 5, 8, and 11 have the mean 8). In a fairly large sample, scores can be plotted in the form of Curves, which are variously described as Ideal, Normal Probability, Gaussian, Bell-shaped. In an Ideal Curve, there are as many results regularly distributed to the left as to the right of the Mean (that is, the curve is symmetrical). Some curves can be **skewed**: if it is **left**-skewed it is too difficult because the majority have obtained low marks; if **right**-skewed, it is too easy because too many have 'passed' it. The **Standard Deviation** (SD) is a measure of the range of scores, and is calculated on the basis of a formula: briefly, each individual's deviation from the Mean is squared; the SD is then found by taking the square root of the Mean of these squares. In an Ideal Curve, 68% of the scores will lie within 1 SD above and 1 SD below the Mean; at the other extreme, 3 SDs below the Mean and 3 SDs above will include over 99% of the scores. Scores can be presented in a Frequency Distribution table, or by using a diagram called a **Frequency Polygon.**

Although the Median and the Mean can tell us about the typical performance **in general** on a test, they do not tell us anything about the individual's performance. **Percentile Ranks** are used for this purpose, and these are calculated by translating **raw** scores (see below) into percentile ranks which provide the information on the relative standing of each performer in the test. The percentile indicates the percent of the group which **scored lower** in the test than a particular performer did:

a performer's score of 90 may have a percentile rank of 98 on the test; therefore, he did better than 98% of the others tested. It is on this basis that **norms** are established by which other performances on the test can be compared.

Correlations show the degree of relationship between two sets of figures; and in a test battery, we can have **intercorrelations** between the various skills tested. Thus a Listening Comprehension test can have the results correlated with the results of a Reading test in the same battery, and so on – a network of correlations between separate tests and separate tests with the results of the whole test. In the case of a language test being correlated with tests of other abilities (eg 'IQ') we can specify the degree of correlation (positive/negative; high/low).

5. Answering and Scoring Tests

Some of the methods used to get the candidates to record their answers (usually multiple-choice type) are given in the test summaries. Test directions to the candidate should, as far as possible, be brief, and certainly unambiguous, and trial-runs are often essential with clear-cut examples (we are not testing the ability to decode the rubric).

Scoring may be hand-scored ('manual scoring') or machine-scored (sometimes by computer). The difference between **raw** scores and **standard** scores is very important. The former are obtained by counting the number of right answers; the latter by means of a conversion table, which enables the scores to be converted to a special scale having a constant Mean and Standard Deviation. The standard scores overcome a major weakness inherent in percentile ranks: a person who raises his raw score from 50 to 60 could improve his percentile ranking by about 20 points; another person whose raw score increased from 80 to 90 would obtain only 5 additional percentile rankings. Thus percentile ranks favour the middle scales to the detriment of the ranks in upper and lower brackets (because of an overall tendency for test scores to bunch around the centre). An example is provided by the Davies Test (Part I): the first test has a total of 58 questions, each with one mark. The conversion table gives 13.6 as the standard score for those who have them all right; 8.4 if the candidate has 37 right, and 8.4 if the candidate has 36 right; and so on.

6. Test Construction and Evaluation

Standard tests (ie, those which have been **standardised** in terms of Reliability) need to be pre-tested to establish which items prove to be statistically satisfactory in two senses: (a) that they are of a suitable level of difficulty and (b) that they are discriminatory (the items are not all too easy and not all too difficult). Such a Pre-Test enables the test compiler to try out test directions and the amount of time to be allocated to the test in its final form.

Item Analysis provides two tools by which the results of pre-tests can be scrutinised: **Item Difficulty**, where percentages of correct items are calculated. These – if high or low – can be removed from the test because they have no informative significance. The test items that remain can then be scrutinised in terms of **Item Discrimination**, by determining how well each item discriminates between high and low-level candidates: 'The usual method is to assume that an examinee's performance on the total test will provide a reasonably good indication of his level of achievement. Therefore the test analyst will first separate the highest and lowest papers in terms of the total scores on the test. He will then determine how the two groups did on each item: the discriminating items will be those answered by more of the high group than the low group.' (David P Harris, **op cit.**)

7. The move away from the earlier subjective testing, often based on teachers as testers using predominantly open-ended questions (but which still feature in examinations and tests) towards a more precise selection of items with objective marking, usually multiple choice, led to the union of Psychometrics (from the field of educational testing) with Linguistics, and to the inevitable involvement of both the psychologist and linguist in testing. The formulation and design of **objective** tests became necessary in order to meet the requirements of the measuring instruments of Psychometrics. This inevitably led to the almost total exclusion of subjective approaches to testing (particularly oral and written expression), resulting in a certain amount of imbalance. A more recent trend is to move away yet again from the objective 'item grammar' approach, with its reliance on discrete items, towards the testing of the more creative aspects of language, whilst endeavouring to retain some measure at least of objectivity of marking: currently referred to as the **integrative** approach. Following the recent interest and activity in English for Specific Purposes (and its derivatives, eg, English for Academic Purposes, English for Occupational Purposes, etc) there is now much concern with the testing of the language required for particular skills, academic and otherwise,

and the problem of assessing communicative competence within the framework of such skills. A detailed examination of these trends is beyond the scope of this Guide, and the content of this chapter does not claim to be other than a statement of past trends leading up to these new developments in the approach to testing.

8. A great deal of what has been said above on Validity and Reliability, and the principles of test measurement, derive from the work of David P Harris and Alan Davies, which ETIC hereby acknowledges. Those wishing to enter more deeply into the subject should consult the bibliography in this Guide.

A Note on 'Cloze Procedure'

The great interest which has been shown in recent years in cloze procedure as a testing instrument should justify some background information on it, although it does not feature to any large extent in the examinations and tests in this Guide.

The term **cloze** derives from the closure of Gestalt psychology. Gestalt (from the German **gestellt**: 'put together', 'configurated') was a reaction against the analysis of experience into piecemeal atomistic elements, its chief tenet being that the analysis of parts (from below up) cannot provide an understanding of the whole: and advocating an analysis of the structured whole to its constituent parts (from above down), the theory being that parts of the whole are interacting in a specific structured manner. A good Gestalt was a 'closed form', hence cloze.

The first application of cloze procedure to measure the readability of printed English prose is documented in an article in the USA by Wilson L Taylor: 'Cloze Procedure' – a new Tool for Measuring Readability' (Journalism Quarterly, Vol 30 pp 415–433, 1953), following which a considerable amount of literature on the subject has appeared. Although first confined to English texts, it has since been applied to a variety of languages; and indeed to auditory as well as visual modes of communication. The procedure aims to gauge the individual or group differences in the comprehension of texts, the term 'readability' subsuming 'understandability'. Because of the relationship of cloze to Gestalt psychology, learning theory, and the concept of entropy in Communication Theory, certain claims have been put forward that the procedure also measures success in learning, general intelligence and specific technical knowledge.

The cloze method proceeds by mutilating texts, ie by 'counting out' mechanically every, say, fifth, seventh, or any nth word – or even on the basis of a table of random numbers. These gaps are then closed up by inferring the missing words. Conclusive evidence on the desired frequency of gaps as successful measures of readability has not been produced, although every seventh or tenth word are often favoured in the case of L1 readers of L2 texts, with every fifth word being the basis of original experiments with L1 readers of L1 texts.

It is assumed that the texts which produce the highest scores ('right answers') are the most readable and therefore understandable for the groups tested. Taking as an example a text with 100 gaps, we could say that if among the group being tested all had 100 right answers, then the text has not produced any uncertainty – it is fully predictable; if, at the other extreme, all members of the group gave 100 wrong answers, then the text is fully uncertain and is, therefore, completely unpredictable. It is here that the concepts of **entropy** and **redundancy** are relevant and important as theoretical considerations in cloze procedure.

Originally applied to Thermodynamics, entropy is a measure of the unavailability of heat energy for transformation into useful work (heat energy is most efficient when there is a source of high temperature to a low temperature; when the temperature is constant throughout the system, entropy is at its highest and no work can be done). The relation of entropy to communication is expounded in **The Mathematical Theory of Communication** by Claude Shannon and Warren Weaver (University of Illinois Press, Urbana, 1963), which provides the necessary foundation for an understanding of cloze procedure. The following citations from this book will help make the concept of entropy clearer:

> 'In the physical sciences, the entropy associated with a situation is a measure of the degree of randomness, or of 'shuffled-ness' if you will, in the situation.' (p 103)

A pack of cards is often used as an analogy: when dealing, the probability of ending up with four hands in the same suit in, say, a game of whist is very low; in other words, the system (pack of cards) contains a high degree of disorder, and the less order there is, the more **information** (using its meaning in communication theory) is needed to 'describe' it. Thus entropy, as a measure of this state, is equivalent to the amount of information required to describe it – an estimate of the probability that a text will be ordered in a certain way. Applied to cloze procedure, when students are asked to replace deleted items in a text, the amount of agreement in their responses is directly related to the predictability of the order in the text. This brings us to the concept of redundancy:

> 'The ratio of the entropy of a source to the maximum value it could have . . . . . will be called its **relative entropy** . . . . . One minus the relative entropy is the redundancy. The redundancy of ordinary English, not considering statistical structure over greater distances than about eight letters, is roughly 50%. This means that when we write English half of what

we write is determined by the structure of the language, and half is chosen freely. The figure 50% was found by several independent methods which all gave results in this neighbourhood . . . A second method is to delete a certain fraction of the letters from a sample of English text and then let someone restore them . . .' (pp 25, 26)

This second method, applied to words rather than letters, is cloze procedure. The situation is then described in relation to crossword puzzles:

> 'The redundancy of a language is related to the existence of crossword puzzles. If the redundancy is zero any sequence of letters is a reasonable text in the language and any two-dimensional array of letters forms a crossword puzzle. If the redundancy is too high the language imposes too many constraints for large crossword puzzles to be possible. A more detailed analysis shows that if we assume the constraints imposed by the language are of a chaotic and random nature, large crossword puzzles are just possible when the redundancy is 50%. If the redundancy is 33%, three-dimensional crossword puzzles should be possible, etc.' (p 26).

In the theory, the entropy measure can be thought of as an estimate of the uncertainty ('disorder') of a situation or system; a system which produces all possible events would be maximally disorganised (100% uncertainty); if the system produced at all times the (desired) event, it would be maximally organised, and entropy would be zero.

Taking an example from English, let us assume that the phrase 'it was raining cats and dogs' appeared in a text submitted to cloze procedure, and, deleting every fifth word, 'cats' was deleted: 'and it was raining . . . . and dogs'. If a group of English people (L1 readers) were being tested, one would expect all to supply **cats**; that is, entropy would be zero. If the group were foreign learners of English (L2 readers) one would anticipate that only a proportion of them would supply the right answer: if this proportion were 40% then we could say that the 60% who had it wrong (or left the gap unfilled) would constitute a relative entropy of .6 (maximum entropy being 1). Since redundancy is 1 minus relative entropy, the redundancy of this piece of text would be .4. The pairing of entropy and cloze scores is called **clozentropy**, the cloze scores being estimates of redundancy in the text. Clozentropy is now widely used as a research tool in measuring the readability of texts (ease of scanning) and the reading ability of individuals and groups (the distinction is necessary – in the case of, eg, proof-reading, we are more concerned with readability).

The foregoing attempts to provide a theoretical justification for cloze procedure. Here is a brief extract of a text sample, with every fifth word deleted. It is usual, particularly in texts of some length, to reproduce the first and final paragraphs in full to provide some information on the contextual framework:

> There is no such . . . . . as a primitive language. . . . . are many people whose . . . . . are undeveloped, who are, ... we say, uncivilised, but . . . . . languages they speak are . . . . . primitive. In all known . . . . . we can see complexities . . . . . must have been tens . . . . . thousands of years in . . . . . (etc).

The term **Modified Cloze Procedure** is applied to tests which do not follow the rigorous, mechanical methods of the original cloze. A justification for the modified form in tests is raised by the question: When inferring the missing word, does the candidate have to reproduce the exact original or an **acceptable** word? In a closed system (grammar) this problem does not often arise since only one possibility exists, but in an open system (lexis) many acceptable alternatives might exist, allowing for contextual restraints. Here are some examples (there are others) of modified cloze, using the example in the Davies Test which is summarised in this Guide:

> 'A young boy has b . . . . . found inside a crate i . . . . . a jet a . . . . . London Airport. Police say t . . . . . boy is n . . . . . in hospital suffering f . . . . . exposure and stiffness' (etc).

Note that the rigorous deletion of every nth word is not followed, the test designer being more concerned with assessing the use of structure words only. Another example, with structure words deleted, will not indicate the place in the text where a deletion has been made: the missing word has to be supplied and the place in the text indicated (with a stroke: /). Using the same extract, and slightly adapted, it would appear as follows (the correct version being given here):

Designation	**CERTIFICATE OF PROFICIENCY IN ENGLISH FOR FOREIGN STUDENTS**
Source	The Director of Extra-Mural Studies (Room 14), University of London, 7 Ridgmount Street, London WC1E 7AD.
Aims	To test the practical working knowledge of the English language of those applying for admission to the University and other institutions of higher learning. The criterion aimed at is that anyone who has passed this examination should be able to follow any course at any level in the University without any important language difficulties. The Certificate is granted by the University of London and is approved by the Department of Education and Science and recognised by some other universities.
Details	There are four sections, all of which must be passed to obtain the Certificate. Candidates must be 18 or over. A study scheme leading to the examination can be obtained from the Director of Extra-Mural Studies (address as above), and past examination papers are available from the Publications Office, University of London, 52 Gordon Square, London WC1H OPT. Those seeking admission to universities other than that of London must apply to these, requesting recognition of this Certificate.

Content

1. Comprehension of Written English: 3-hour written paper; eg:

   (a) Select three or more from five or more short texts; define the purpose for which each was written, whom it was written for, what register, tone, topic, etc, is involved; justify these judgments from the text; 'explain' words in italics.

   (b) One or more reading passages with questions – may or may not be multiple-choice (of various types), etc.

2. Command of Written English: 3-hour written paper; eg:

   (a) Write in some specified mode for a specified audience two or three short pieces:

   an obituary on some famous person;

   notes for a chapter of a book on some topic; then the first or last one/two paragraphs of the chapter – as for children – as for adult colleagues;

   expand telegra[illegible] sequence.

   (b) Reinterpret diagrammatic or other non-verbal material verbally (graphs of temperature and rainfall, routes marked on maps, etc).

   (c) Cloze test

   etc.

3. Comprehension of Spoken English: on tape (1 hour +) – written answers

   (a) Three or more short talks/dialogues (2 to 5 minutes each). Answer questions, which may or may not be multiple-choice (see 1. (a) above) or summarise/make notes of main points of talk.

   (b) Oral cloze

   etc.

.been. ..in..	A young boy has/found inside a crate/a
..at.. ..the..	jet/London Airport. Police say/boy
.from.	is in hospital suffering/exposure and stiffness

A third example would adapt multiple choice techniques to cloze, where for each gap a number of alternatives are given, either with only one being correct (eg, grammatical items) or where the candidate is asked to choose the most acceptable item according to the text (eg, lexical items). For lexical items, the marks could be graded in terms of appropriacy.

Correlations of cloze tests with other types on reading comprehension have been found to be quite high (.8 plus). Their internal consistency (power to discriminate), reliability and validity have been impressive, and some standardisation, using L1 readers, has been established for use with L2 readers. One method used for standardisation has been the consecutive deletion (say, every fifth word), followed by successive deletions five times – so that every word in the text sample has been accounted for in five separate text samples (with all based on the same original text sample). This procedure, used as a research tool, seems to provide some interesting information on the structure of the English language. In the case of the 'acceptable word method' the problem of examiner reliability will arise unless the methods of scoring are tightly controlled.

The question 'What does cloze measure?' impinges on the problem of competence in a skill and the candidate's previously acquired knowledge of the topic of the text. It also poses the problem of testing recognition and production, both of which, it is claimed, are being measured by cloze (and cannot therefore be exclusively a test of reading ability). It is assumed that underlying thinking, understanding, speaking, reading and writing there is **a grammar of expectancy** (J W Oller), or **feed-forward** (I A Richards), or **redundancy utilisation** (B Spolsky and others), and that this is what is being measured.

The great advantages of cloze procedure (assuming its validity as a **testing** instrument) are the ease of its preparation and administration (if necessary to large groups) and its scorability (ease of marking). No doubt, many will see in it some resemblance to the conventional 'fill the gap' tests and exercises; others will observe in the concepts of entropy and redundancy the 'mutual expectancy' between text and decoder as propounded quite some time ago by the late Professor J R Firth. Cloze procedure, together with Dictation, is now being seen by many professional testers and test designers as meeting many of the requirements of the current integrative approach to testing.

BIBLIOGRAPHY

Language testing, with special reference to English as a foreign language

A select list of books and articles

Bibliographies

BUROS, Oscar Krisen, ed.
Foreign language tests and reviews. Highland Park, N.J., Gryphon Press, 1975.

FEHSE, Klaus-Dieter, and Wulf Praeger
Bibliographie zum Testen, in der Schule: Schwerpunkt: Fremdsprachenunterricht. Freiburg i. Br., Becksmann, 1973.

PLAISTER, Ted, comp.
Language testing: a selected bibliography. Honolulu, University of Hawaii, Department of English as a Second Language, 1968.

RILEY, Pamela M, comp.
The cloze procedure: a selected annotated bibliography. Lae, New Guinea, P.N.G. University of Technology, 1973.

SAVARD, Jean-Guy
Analytical bibliography of language tests. Quebec. Published for the International Center for Research on Bilingualism by Les Presses de l'Université Laval, 1969.

Books and Sections in Books

ASIAN INSTITUTE OF TECHNOLOGY. English Language Centre, Bangkok
Some aspects of the testing and teaching of English language in schools, by Jeanne Brand. Bangkok, The Centre, 1970.

ASIAN INSTITUTE OF TECHNOLOGY. English Language Centre, Bangkok
A test of aural comprehension using pictures, by D J Cobb. Bangkok, The Centre, 1970.

ASIAN INSTITUTE OF TECHNOLOGY. English Language Centre, Bangkok
A test of aural perception, by Jonathan Trench. Bangkok, The Centre, 1970.

ASSOCIATION OF TEACHERS OF ENGLISH AS A SECOND OR OTHER LANGUAGE
Testing in second language teaching: new dimensions; edited by Maureen Concannon O'Brien. Dublin, A.T.E.S.O.L., 1974.

BLACK, Colin
The university language laboratory: diagnostic testing and self-instruction. Turku, Department of English, University of Turku, 1971.

BREUER, Vera
Englisch: Tests und objectivierte Leistungsmessung. Dornburg-Frickhofen: Frankonius-Verlag, 1974.

BURSTALL, Clare
'The main stages in the development of language tests.' In STERN, H.H., ed. Languages and the young school child. Oxford University Press, 1969. p 193–9. £1.40

CARROLL, John B
'The prediction of success in intensive foreign language training.' In GLASER, Robert, ed. Training research and education. University of Pittsburgh Press, 1972. p 87–136.

CENTRE FOR INFORMATION ON LANGUAGE TEACHING
Aims and techniques: language-teaching methods and their comparative assessment . . . . . C.I.L.T. for Committee on Research and Development in Modern Languages, 1969. Out of print.

CENTRE FOR INFORMATION ON LANGUAGE TEACHING
Examining modern languages: abridged proceedings of a conference . . . 1970. C.I.L.T. For Committee on Research and Development in Modern Languages, 1970. Out of print.

CLARK, John L D
Foreign language testing: theory and practice. Philadelphia, Pa., Center for Curriculum Development, 1972. (Language and the teacher. A series in applied linguistics, 15.)

DAVIES, Alan, ed.
Language testing symposium: a psycholinguistic approach. Oxford University Press, 1968. £1.20.

DOBSON, Barbara K
'Student-generated distractors in ESL tests.' In On TESOL 74. TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES Washington, D.C., TESOL, 1975. p 181–8.

GÅRDMARK, Sigvard, and David Wright
Testa din engelska språkfärdighet. (Lund), Gleerups, 1970.

GÖTEBORG UNIVERSITY. English Department, and Institute of Educational Research Projekt MUP (mål, undervisning, prov). Reports 1–20. Göteborg, Göteborgs University, 1968–70. (Testing English proficiency-summaries in English.)

GÖTEBORG UNIVERSITY. English Department, and Institute of Educational Research. Projekt SPRENG. Språkfärdighet i engelska. Reports 1–16. Göteborg, Göteborgs University, 1971–72.

GRAYSHON, M C
The examination of spoken English: a discussion of some fundamental weaknesses of examinations in spoken English for students whose mother tongue is not English. University of Nottingham, Institute of Education, 1968. £0.30

GRIEVE, D W
English language examining. Lagos, African Universities Press for the West African Examinations Council, 1964.

HARRIS, David P
Testing English as a second language. McGraw-Hill, 1969.

HEATON, J B
Writing English language tests: a practical guide for teachers of English as a second or foreign language. Longman, 1975. (Longman handbooks for language teachers.) £2.00.

INGENKAMP, Karlheinz, ed.
Developments in educational testing: the proceedings of an international conference . . . 2 vols. University of London Press, 1969. (Contains a number of sections on language testing.) £13.00 the set.

KOHONEN, Viljo, ed.
Inter-university student selection for English 1974: a joint entrance test project of the universities of Joensuu, Jyväskylä and Turku. Jyväskylä, University of Jyväskylä, Language Centre, 1974.

LADO, Robert
Language testing: the construction and use of foreign language tests. Longmans, 1961, £3.40.

MOST, R
'Testing aural comprehension.' In Rapport d'activités de l'Institut de Phonétique, 1971–1972. BRUSSELS UNIVERSITY Institut de Phonétique. No 6. 1972. p 42–59.

MURPHY, M J
Designing multiple-choice items for testing English language. Lagos, African Universities Press, in association with the British Council, 1969. (G.B. agents: Ginn).

OTTER, H S
A functional language examination: the Modern Language Association examinations project. Oxford University Press, 1968. Out of print.

PALMER, L, and B Spolsky, eds.
Papers on language testing, 1967–74. Washington, D.C., TESOL (Teachers of English to Speakers of Other Languages), 1975.

PIMSLEUR, Paul
'A study of foreign language learning ability.' In 12th ANNUAL ROUND TABLE MEETING ON LINGUISTICS AND LANGUAGE STUDIES; Michael Zarechnak editor. Washington, D.C., Georgetown University Press, 1963. p 57–72.

PIMSLEUR, Paul
'Testing foreign language learning.' In VALDMAN, Albert, ed. Trends in language teaching. McGraw-Hill, 1966. p 175–214.

PYNSENT, Robert B, ed.
Objektive Tests im Englischunterricht der Schule und Universität. Frankfurt (M), Athenäum, 1972. (Schwerpunkte Anglistik, 4.)

SEAMEO REGIONAL ENGLISH LANGUAGE CENTRE
English language testing: report of the RELC Fifth Regional Seminar, Bangkok, 25–30 May, 1970; Roy Cherrier, editor. Singapore, R.E.L.C., 1971.

SMITH, B Deane
The English Language Center proficiency test: a preliminary review, 1968–1971. Bangkok, English Language Center, University Development Commission, 1972.

STEVENSON, Jane L
'Testing the English language proficiency of students in universities and colleges of Iran.' In SEMINAR ON TEACHING OF ENGLISH LANGUAGE IN IRAN. Iran, Department of University Relations and Cooperations, (1971). p 117–26.

STREVENS, Peter
Papers in language and language teaching. Oxford University Press, 1965. (Chapter 7: Objective testing.) Out of print.

SUSSEX UNIVERSITY Centre for Educational Technology, and CENTRE FOR INFORMATION ON LANGUAGE TEACHING AND RESEARCH
Survey of curricula and performance in modern languages, 1971–72, (by) C Vaughan James and Sonia Rouve. And Statistics supplement. C.I.L.T., 1973–75. (There is an Appendix 2 on Language Aptitude Tests on pages 146–7.) £3.50 (main report).

VALETTE, Rebecca M
Modern language testing: a handbook. New York, Chicago, etc, Harcourt, Brace, 1967.

WASHINGTON LANGUAGE TESTING SYMPOSIUM, 1974
Testing language proficiency; edited by Randall L Jones and Bernard Spolsky. Arlington, Va., Center for Applied Linguistics, 1975.

Articles

ANDERSON, Jonathan
'The application of cloze procedure to English learned as a foreign language in Papua and New Guinea.' **English Language Teaching** Vol 27, No 1. 1972. p 66–72.

ANDERSON, J
'A technique for measuring reading comprehension and readability.' **English Language Teaching** Vol 25, No 2. 1971. p 178–82.

BACHMAN, Lyle F
'Testing oral production.' **BELC Bulletin** (Thailand) Vol 3, No 1. 1973. p 41–58.

BEARDSMORE, H Baetens, and A Renkin
'A test of spoken English.' **IRAL** Vol 9, No 1. 1971. p 1–11.

BEARDSMORE, H Baetens
'Testing oral fluency.' **IRAL** Vol 12, No 4. 1974. p 317–26.

BIDDULPH, Michael
'Tests and measurements in language teaching.' **Neusprachliche Mitteilungen** Vol 23, No 1. 1970. p 38–42.

BLATCHFORD, Charles H
'A theoretical contribution to ESL diagnostic test construction.' **TESOL Quarterly** Vol 5, No 3. 1971. p 209–15.

BONHEIM, Helmut
'Objective testing in English studies.' **Die Neueren Sprachen** Vol 69, No 4. 1970. p 191–200.

BRIÈRE, Eugène J
'Are we really measuring proficiency with our foreign language tests?' **Foreign Language Annals** Vol 4, No 4. 1971. p 385–91.

BRIÈRE, Eugène J
'Current trends in second language testing.' **TESOL Quarterly** Vol 3, No 4. 1969. p 333–40.

BRIÈRE, Eugène J
'ESL testing on the Navajo reservation.' **TESOL Quarterly** Vol 3, No 1. 1969. p 71–7.

BRIÈRE, Eugène J, and Richard H Brown
'Norming tests of ESL among Amerindian children.' **TESOL Quarterly** Vol 5, No 4. 1971. p 327–33.

BRIÈRE, Eugène J
'Phonological testing reconsidered.' **Language Learning** Vol 17, Nos 3 and 4. 1967. p 163–71.

BRIÈRE, Eugène J
'Testing the control of parts of speech in FL compositions.' **Language Learning** Vol 14. 1964. p 1–10.

BRINGS, Friedhelm
'Englische Rechtschreibtests in multiple-choice-form?' **Praxis des Neusprachlichen Unterrichts** Vol 19, No 4. 1972. p 368–76.

BYERS, Burton H
'The Hawaii communication test.' **English in New Guinea** No 8. 1972. p 3–6.

BYERS, Burton H
'Testing and teaching basic intelligibility.' **English in New Guinea** No 9. 1972. p 24–8.

BYERS, Burton H
'Testing and teaching sentence processing.' **English in New Guinea** No 9. 1972. p 7–9.

CARTIER, Francis A
'Criterion-referenced testing of language skills.' **TESOL Quarterly** Vol 2, No 1. 1968. p 27–32.

CATFORD, J C
'Some aspects of linguistics in language testing.' **English Teaching Forum** Vol 6, No 5. 1968. p 16–19.

CELCE-MURCIA, M, G B Kooshian, Jr, and A J Gosak
'Goal: good multiple-choice language-test items.' **English Language Teaching Journal** Vol 28, No 3. 1974. p 257–62.

CLARK, Mark A
'Arabic distractors for English vocabulary tests.' **English Language Teaching** Vol 27, No 1. 1972. p 77–9.

CONNELL, Peter A, and James G Snider
'Aural English examinations in West Africa.' **Educational Research** Vol 12, No 3. 1970. p 235–9.

CONNELL, Peter
'The proposed compulsory oral English examination of the West African Examination Council: a preview.' **Journal of the Nigeria English Studies Association** Vol 3, No 1. 1969. p 129–32.

COOPER, Malcolm D
'Measuring language problems and attainment.' **English Language Teaching** Vol 25, No 1. 1970. p 72–6.

COSGRAVE, Desmond P
'Aural comprehension tests and how to prepare them.' **Modern English Journal** (Japan) Vol 1, No 1. 1970. p 5–16.

DARNELL, Donald K
'Clozentropy: a procedure for testing English language proficiency of foreign students.' **Speech Monographs** Vol 37, No 1. 1970. p 36–[illegible].

DAVIES, Alan
'The English proficiency of overseas students.' **British Journal of Educational Psychology** Vol 37, Part 2. 1967. p 165–74. (Held in pink folders in Language Teaching Library.)

DAVIES, Alan
'Language aptitude in the first year of the UK secondary school.' **RELC Journal** Vol 2, No 1. 1971. p 4–19.

DENHAM, Patricia A
'Design and three-item paradigms.' **English Language Teaching Journal** Vol 28, No 2. 1974. p 138–45.

DESSAUX, J M
'Bilan d'un test passé par les étudiants d'anglais entrant en faculté.' **Bulletin Pédagogique: Langues Vivantes** No 15. 1971. p 34–63.

DEYES, A E
'How well can our students speak? (Language laboratory testing).' **English Language Teaching** Vol 26, No 1. 1971. p 31–7.

DIMITRIJEVIĆ, Naum R, and Dušan Djordjević
'The reliability of the subjective assessment of the pupils' pronunciation of English as a foreign language.' **IRAL** Vol 9, No 3. 1971. p 245–65.

DUNLOP, I
'Tests of writing ability in English as a foreign language.' **English Language Teaching** Vol 24, No 1. 1969. p 54–9.

EWEN, Elizabeth, and Caroline Gipps
'Tests of English for immigrant children.' **Multiracial School** Vol 2, No 2. 1973. p 22–4.

FORBES, Duncan
'Selling English short.' **English Language Teaching** Vol 27, No 2. 1973. p 132–7. (On an objective English Language Paper.)

FORREST, Ronald
'Objective examinations and the teaching of English.' **English Language Teaching Journal** Vol 29, No 3. 1975. p 240–46. (Discussed with reference to West Africa and Ethiopia.)

FOWLER, W S
'Experimenting with multiple choice.' **English Language Teaching Journal** Vol 28, No 2. 1974. p 145–8.

GEFEN, Raphael
'Using the 'cloze' technique for testing English as a foreign language in Israel.' **English Teachers' Journal** (Israel) No 12. 1974. p 18–24.

GIPPS, C, and E Ewen
'Scoring written work in English as a second language: the use of the T-unit.' **Educational Research** Vol 16, No 2. 1974. p 121–5.

GIPPS, Caroline, and Elizabeth Ewen
'Tests of English for immigrant children: patterns of performance.' **Trends in Education** No 33. 1974. p 31–5.

GOLDENBERG, Ted
'Preparing oral examinations.' **Pasaa** (Thailand) Vol 3, No 2. 1973. p 114–22.

GOMMES-JUDGE, Anne
'Evaluating students' progress in language learning.' **Audio-Visual Language Journal** Vol 5, No 1. 1967. p 21–5.

HEATON, J B, and A K Pugh
'Real test of success is how well they read English.' **Times Higher Education Supplement** No 178. March 14, 1975. p 10. (Results of an English Proficiency test used at Leeds University.)

HENNING, Grant H
'Measuring foreign language reading comprehension.' **Language Learning** Vol 25, No 1. 1975. p 109–14.

HIRST, Daniel
'Some logical defects in objective language tests.' **Les Langues Modernes** Vol 66, No 4. 1972. p 385–9.

HOLT, R F
'Testing oral proficiency.' **Babel** (Australia) Vol 11, No 1. 1975. p 34–7.

HUTCHINGS, Geoffrey
' "Colourless green ideas": multiple-choice vocabulary tests.' **English Language Teaching** Vol 25, No 1. 1970. p 68–71.

ILYIN, Donna
'Structure placement tests for adults in English-second-language programs in California.' **TESOL Quarterly** Vol 4, No 4. 1970. p 323–30.

IRVINE, Patricia, Parvin Atai and John W Oller
'Cloze, dictation, and the test of English as a foreign language.' **Language Learning** Vol 24, No 2. 1974. p 245–52.

JAMES, Carl
'Linguistic measures for error gravity.' **Audio-Visual Language Journal** Vol 12, No 1. 1974. p 3–9.

JOHANSSON, Stig
'An evaluation of the noise test – a method for testing overall second language proficiency by perception under masking noise.' **IRAL** Vol 11, No 2. 1973. p 107–33.

JONES, E K
'English in the primary school and its examination.' **Journal of the Nigeria English Studies Association** Vol 3, No 1. 1969. p 27–36.

JONES, Hywel
'Language testing: a strategy for teaching.' **English Language Teaching Journal** Vol 30, No 1. 1975. p 56–61.

KAPLAN, Robert B, and Robert A Jones
'Evaluation of relative foreign student success.' **Language Learning** Vol 14, Nos 3–4. 1964. p 161–6.

KJELLMER, Göran
'Measuring language proficiency is easy/difficult/impossible.' **Moderna Språk** Vol 61, No 1. 1967. p 10–19.

KJELLMER, Göran
'On active versus passive proficiency in pronunciation.' **Moderna Språk** Vol 62, No 2. 1968. p 136–43.

KOBERSKY, Eva
'Testing recognition and production with oral stimuli.' **Contact** No 12. 1969. p 22–4. (On aptitude testing.)

LADO, Robert
'Memory span as a factor in second learning.' **IRAL** Vol 3. 1965. p 123–9.

LADO, Robert
'Testing control of the structure of a foreign language.' **Language Learning** Vol 4, Nos 1–2. 1951–52. p 17–35.

LASCH, Miguel
'A prognostic test of language-learning ability.' **English Teaching Forum** Vol 5, No 3. 1967. p 10–14.

LESTER, Mark
'Some observations on English language testing.' **JACET Bulletin** (Japan) No 4. 1973. p 11–19.

LOTT, B M
'Language problems and testing.' **UKCOSA News** Vol 3, No 4. 1971. p 23–5.

LOWE, J Edgar
'Are you fair in your grading?' **English Teaching Forum** Vol 10, No 2. 1972. p 9–14.

LOWE, J Edgar
'A technique for objective TEFL testing.' **TEFL** (Lebanon) Vol 4, No 2. 1970. p 1–2.

McARDLE, Lois
'TOEFL: program for the testing of English as a foreign language.' **Linguistic Reporter** Vol 6, No 3. 1964. p 2–3.

McKINSTRY, Robert
'Large-scale testing in the language laboratory.' **Audio-Visual Language Journal** Vol 11, No 1. 1973. p 57–61.

McLEOD, John
'Uncertainty reduction in different languages through reading comprehension.' **Journal of Psycholinguistic Research** Vol 4, No 4. 1975. p 343–55. (Constructing multilingual reading comprehension tests.)

MACMILLAN, M
'Comprehension testing in quicker reading courses.' **English Language Teaching** Vol 18, No 3. 1964. p 109–16.

MADSEN, Harold S
'The objective Ethiopian School Leaving Examination: rationale and technique.' **Journal of the Language Association of Eastern Africa** Vol 1, No 1. 1970. p 64–74.

MADSEN, Harold S
'The pendulum swings in English language testing.' **Teaching English in Botswana** December, 1973. p 2–10.

MATTHEWS-ŘESKÝ, R J H
'Translation as a testing device.' **English Language Teaching** Vol 17, No 1. 1972. p 58–65.

MURAKAMI, Ken
'A language aptitude test for the Japanese (GTT).' **System** (Sweden) Vol 2, No 3. 1974. p 31–47.

NEHLS, Dietrich
'Report of the Meeting of experts on language testing in adult education.' . . . **IRAL** Vol 7, No 2. 1969. p 133–48.

OLAGOKE, D Olu
'Problems of testing oral English.' **Journal of the Nigeria English Studies Association** Vol 3, No 2. 1969. p 219–26.

OLLER, John W, and Christian A Conrad
'The cloze technique and ESL proficiency.' **Language Learning** Vol 21, No 2. 1971. p 183–95.

OLLER, John W, and Nevin Inal
'A cloze test of English prepositions.' **TESOL Quarterly** Vol 5, No 4. 1971. p 315–26.

OLLER, John W
'Cloze tests of second language proficiency and what they measure.' **Language Learning** Vol 23, No 1. 1973. p 105–18.

OLLER, John W, Jr
'Common errors in constructing multiple choice items.' **Language in American Indian Education** 1972. p 61–8.

OLLER, John W, Jr, and Virginia Streiff
'Dictation: a test of grammar-based expectancies.' **English Language Teaching Journal** Vol 30, No 1. 1975. p 25–36.

OLLER, John W
'Dictation as a device for testing foreign-language proficiency.' **English Language Teaching** Vol 25. No 3. 1971. p 254–9.

OLLER, John W
'Pragmatic language testing.' **Language Sciences** No 28. 1973. p 7–12.

OLLER, John W, Jr
'Testing language skills.' **Language in American Indian Education** 1972. p 39–60.

PARTINGTON, J A
'An experiment in aptitude testing in two British schools.' **Modern Languages** Vol 55, No 3. 1974. p 123–6.

PENDLEBURY, A C
'Testing vocational English.' **English Language Teaching** Vol 24, No 3. 1970. p 254–60.

PERREN, G E
'Testing ability in English as a second language.' **English Language Teaching** Vol 21, No 2. 1967. p 99–106; Vol 21, No 3. 1967. p 197–202; Vol 22, No 1. 1967. p 22–9.

PIMSLEUR, Paul
'Predicting achievement in foreign language learning.' **International Journal of American Linguistics** Vol 29, No 2, Part 3. 1963. p 129–36.

PIMSLEUR, Paul, and others
'Student factors in foreign language learning.' **Modern Language Journal** Vol 4. 1962. p 160–70.

PIMSLEUR, Paul, and others
'Under-achievement in foreign language learning.' **IRAL** Vol 2. 1964. p 113–50.

PLAISTER, Theodore H
'Testing aural comprehension: a culture fair approach.' **TESOL Quarterly** Vol 1, No 3. 1967. p 17–19

POLITZER, Robert L
'Developmental sentence scoring as a method of measuring second language acquisition.' **Modern Language Journal** Vol 58, Nos 5–6. 1974. p 245–50.

'Problems in foreign language testing: proceedings of a conference.' **Language Learning** Special Issue No 3. 1968.

RAND, Earl J
'Integrative and discrete-point tests at UCLA.' **Workpapers in Teaching English as a Second Language** (UCLA) Vol 6. 1972. p 67–78.

ROBINSON, Peter
'The composition, adaptation, and choice of second-language tests.' **English Language Teaching** Vol 25, No 1. 1970. p 60–68.

ROBINSON, Peter
'Oral expression tests.' **English Language Teaching** Vol 25, No 2. 1971. p 151–5; Vol 25, No 3. 1971. p 260–6.

ROBINSON, Peter
'Testing the second-language competence of children and adults.' **English Language Teaching** Vol 27, No 2. 1973. p 190–99.

ROBINSON, Peter
'Towards a basic procedure in the composition of second language tests.' **IRAL** Vol 8, No 1. 1970. p 49–58.

ROEMING, Robert F
'The predictability of language learning results.' **Contact** No 9. 1966. p 2–11. (Queries the value of aptitude tests.)

ROEMMELE, J A
'The language laboratory as an aid in oral tests overseas.' **English Language Teaching** Vol 21, No 1. 1966. p 50–55.

SELIGER, Herbert W, and Valerie Whiteson
'Contextualizing laboratory administered aural comprehension tests.' **System** (Sweden) Vol 3, No 1. 1975. p 10–15.

SEWARD, B H
'Measuring oral proficiency in EFL.' **English Language Teaching Journal** Vol 28, No 1. 1973. p 76–80.

SOPHER, E
'Multiple-choice comprehension tests.' **English Language Teaching** Vol 27, No 3. 1973. p 261–88.

SPOLSKY, Bernard
'Language testing – the problem of validation.' **TESOL Quarterly** Vol 2, No 2, 1968. p 88–94.

SPOLSKY, Bernard **and others**
'Three functional tests of oral proficiency.' **TESOL Quarterly** Vol 6, No 3. 1972. p 221–35.

STENDAHL, Christina
'A note on the relative proficiency in Swedish and English as shown by Swedish students of English.' **Moderna Språk** Vol 66, No 2. 1972. p 117–23.

STUBBS, Joseph Bartow, and R Richard Tucker
'The cloze test as a measure of English proficiency.' **Modern Language Journal** Vol 58, Nos 5–6. 1974. p 239–41.

Testing. Special issue of **IDELTI Journal** No 3. 1974.

THOMAS, R Murray
'Testing second-language listening skills via television.' **Audiovisual Instruction** Vol 20, No 5. 1975. p 24–7. (Testing English-language listening abilities among American Samoans.) (Held in pink folders in Language Teaching Library.)

TOMORI, S H O
'The construction and standardization of two English tests for final-year primary school pupils.' **African Journal of Educational Research** (Nigeria) Vol 1, No 2. 1974. p 165–70. (Tests designed for Nigerian schools.)

TOMORI, S H O
'A survey of the English language attainment of Nigerian grammar school pupils.' **Teacher Education in New Countries** Vol 10, No 3. 1970. p 240–52.

TOWNSON, Michael
'Testing oral skills at university level.' **English Language Teaching** Vol 27, No 2. 1973. p 199–205. (University of Erlangen, Nuremberg.)

TRAILL, A
'Concerning the diagnosis and remedying of lack of competence in a second language.' **Language Learning** Vol 18, Nos 3–4. 1968. p 253–8.

TSUKIYAMA, Hideo
'Some experiments on listening and speaking tests.' **JACET Bulletin** (Japan) No 3. 1972. p 69–86.

UPSHUR, John A
'Objective evaluation of oral proficiency.' **English Teaching Forum** Vol 10, No 2. 1972. p 15–19.

UPSHUR, John A
'Objective evaluation of oral proficiency in the ESOL classroom.' **TESOL Quarterly** Vol 5, No 1. 1971. p 47–59.

WHITESON, Valerie
'The correlation of auditory comprehension with general language proficiency.' **Audio-Visual Language Journal** Vol 10, No 2. 1972. p 89–91.

YARMOHAMMADI, Lotfollah
'Universal versus language-specific tests.' **English Language Teaching Journal** Vol 29, No 1. 1974. p 65–8.

ZYDATISS, Wolfgang
'Some test formats for elicitation procedures.' **IRAL** Vol 12, No 4. 1974. p 281–7.

Test distributors' catalogues

Catalogue of tests: tests of aptitude, ability, intelligence, personality, interest, attitudes, and achievement. Issued by Test Division, NFER Publishing Co, 2 Jennings Buildings, Thames Avenue, Windsor, Berks. SL4 1QS.

Tests for guidance and assessment, 1975. Published for the NFER by Ginn and Co Ltd (Test Services), Elsinore House, Buckingham Street, Aylesbury, Bucks. HP20 2NG.
(N.B. Responsibility for these tests is to be transferred to the NFER in 1976.)

English Teaching Information Centre
British Council
December 1976

58

ADDENDA TO 'DETAILS OF EACH EXAMINATION AND TEST'

Designation

TEST IN ENGLISH (OVERSEAS):
The JMB Admission Test.

Source

The Joint Matriculation Board, Manchester M15 6EU (Universities of Manchester, Liverpool, Leeds, Sheffield and Birmingham).

Aims

This is a University Entrance Test for candidates resident in Britain who have been educated overseas and whose native language is not English. The variety of English tested is that of British-educated people. The content of the Test derives from a variety of University disciplines and measures an ability about equal to the English of a First Year native-speaker student.

Details

The Tests consist of a Written and a Listening component. The Written paper tests receptive reading and productive writing, with an emphasis on an ability to abstract information and ideas (including graphs, diagrams, tables, etc), their clear presentation, including the correct manipulation of grammar and lexis. The Listening Comprehension test examines the ability to understand uncontrolled speech within a framework of language functions in Area Three below.

The Test is based on a Syllabus consisting of four areas:

Area One **Basic Productive Vocabulary**

Michael West's **General Service List of English Words** (core vocabulary of 2,000 words) and Helen Barnard's 1,000-word lists of general technical vocabulary.

Area Two **Minimum Adequate Grammatical Items**

Verb Phrase, Noun Phrase and Sentence in relation to the functions in Area Three.

Area Three **Production of Connected Speech and Writing**

The following five main general-language functions are defined:

Instruction
Description
Narration
Narrative Padding
Process

Area Four **Understanding Connected Speech and Writing**

Uncontrolled writing in terms of Area Three functions. Questions directed at defined purposes.

Content (with examples)

Written

(One section on receptive and one on productive skills.) The content and nature of Questions vary from year to year.

Question 1: Connected Writing in a specific situation related to any of the language functions specified in Area Three; eg:

A flow-diagram is given outlining the process of coffee-growing in Brazil. Write an article.

A table gives the itinerary of Mr Brown to an overseas country. From the dates, departure and arrival times, hotels, etc, write a report to a superior officer.

Question 2: Minimum adequate times for production tested in context; eg:

19 . . . . John walked/school last Wednesday but it

99 . . . . was/wet that he caught a cold and has been in

ever. . . bed/since . . . . . .

Question 3A: Reading Passages to test understanding of language functions in Area Three.

Abstract cause and solution to a problem.

Mr Jones had to find a new way to go to work because the train he used to go on did not run any more. After looking at the relative costs, he decided to drive to work. He therefore bought a car.

Problem: Mr Jones had to go to work a new way.

Cause		Solution	
A	His usual train had been stopped	He wrote to his newspaper	)
B	He had no car	He bought a car	)
C	He did not like walking	He found a new train	) so that . . . . .
D	He had no money	He sold his car	)

Reading Passage describing two bus-routes to be reproduced on an adjoining route-map.

Reading Passage about an historic site. Draw a plan of the site.

Question 3B: Vocabulary in context.

SPOKEN ENGLISH (receptive only).

Aural understanding of the language functions in Area Three in uncontrolled speech.

4. Command of Spoken English: Viva voce; 2 examiners; about 15 minutes per candidate

   (a) Briefly prepared reading aloud.

   (b) Repetition test, discrimination test, etc.

   (c) Sustain a short conversation with pictorial or taped material as initial stimulus.

   etc.

Designation	**CERTIFICATE OF PROFICIENCY IN ENGLISH FOR FOREIGN STUDENTS**
Source	The Director of Extra-Mural Studies (Room 14), University of London, 7 Ridgmount Street, London WC1E 7AD.
Aims	To test the practical working knowledge of the English Language of those applying for admission to the University and other institutions of higher learning. The criterion aimed at is that anyone who has passed this examination should be able to follow any course at any level in the University without any important language difficulties. The Certificate is granted by the University of London and is approved by the Department of Education and Science and recognised by some other universities.
Details	There are four sections, all of which must be passed to obtain the Certificate. Candidates must be 18 or over. A study scheme leading to the examination can be obtained from the Director of Extra-Mural Studies (address as above), and past examination papers are available from the Publications Office, University of London, 52 Gordon Square, London WC1H OPT. Those seeking admission to universities other than that of London must apply to these, requesting recognition of this Certificate.

Content

1. Comprehension of Written English: 3-hour written paper; eg:

   (a) Select three or more from five or more short texts; define the purpose for which each was written, whom it was written for, what register, tone, topic, etc, is involved; justify these judgments from the text; 'explain' words in italics.

   (b) One or more reading passages with questions – may or may not be multiple-choice (of various types), etc.

2. Command of Written English; 3-hour written paper; eg:

   (a) Write in some specified mode for a specified audience two or three short pieces:

   an obituary on some famous person

   notes for a chapter of a book on some topic; then the first or last one/two paragraphs of the chapter – as for children; as for adult colleagues;

   expand telegram sequence.

   (b) Reinterpret diagrammatic or other non-verbal material verbally (graphs of temperature and rainfall, routes marked on maps, etc).

   (c) Cloze test

   etc.

3. Comprehension of Spoken English: on tape (1 hour +) – written answers.

   (a) Three or more short talks/dialogues (2 to 5 minutes each). Answer questions, which may or may not be multiple choice (see 1 (a) above) – or summarise/make notes of main points of talk.

   (b) Oral cloze

   etc.

4. Command of Spoken English: Viva voce; two examiners; about 15 minutes per candidate.

   (a) Briefly prepared reading aloud.

   (b) Repetition test, discrimination test, etc.

   (c) Sustain a short conversation with pictorial or taped material as initial stimulus.

   etc.